DOCUMENT RESUME

ED 032 594 CG 004 560

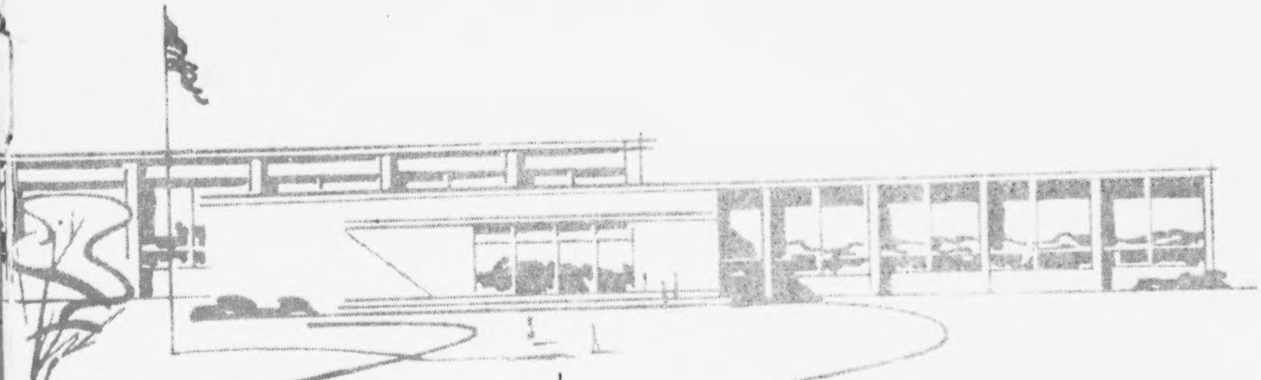
Guidance in the Elementary School. Volume 36. No. 7.
Kentucky State Dept. of Education, Frankfort. Div. of Guidance Services.
Pub Date Jul 68
Note-88p.
EDRS Price MF-$0.50 HC-$4.50
Descriptors-Career Planning, Counseling, *Counseling Programs, *Counseling Services, Counselor Role, *Elementary School Counseling, *Elementary School Guidance, *Elementary School Students, Information Services

It is generally accepted that the elementary school should provide for the individual needs, according to abilities and interests of early and intermediate childhood. It is now recognized that from the time of birth, through elementary school, and until graduation from high school, children need some help in developing capacity for self direction and in maintaining satisfactory progress toward worthwhile goals. In this bulletin guidelines are suggested for the development of guidance in the elementary school in accordance with the goals of the elementary school. Included in the overview of elementary guidance are the purposes, philosophy and needs of elementary schools, as well as the major goals of guidance services at this level. In planning and organizing the program, the roles of school personnel in the elementary guidance program are discussed. Under basic services and activities, counseling is thoroughly discussed, as well as ethics, consultation, information services, and resources. Other areas included are: (1) educational development of the elementary school pupil, (2) career development, and (3) social-personal development. (Author/KJ)

ED0 32594

GUIDANCE

IN THE
ELEMENTARY SCHOOL



CG 004560

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

GUIDANCE IN THE ELEMENTARY SCHOOL

Division of Guidance Services
Bureau of Pupil Personnel
Wendell P. Butler
Superintendent of Public Instruction
Kentucky Department of Education

VOL. XXXVI JULY, 1968 NO. 7

FOREWORD

One of the more recent important developments in the elementary school has been a strong emphasis on effective guidance services. Guidance is an integral part of the total educational program.

For many years guidance activities in elementary schools has been carried on by excellent teachers. The teacher is the key person in the guidance program. The school counselor is another member of the guidance team making an important contribution in meeting the guidance needs of children.

This bulletin has been developed to aid local school districts in the establishment and improvement of guidance services in the elementary school. Attention is given to planning and organizing the program; discussion of basic activities and the development of the elementary school pupil through effective guidance.

Wendell P. Butler
Superintendent of Public Instruction

ACKNOWLEDGMENTS

This bulletin became a reality due to the efforts of many people who deserve recognition for their contributions in its planning and development.

Special recognition is given to Mrs. Georgia C. Campbell, Counselor, Fayette County, and Mrs. Linda Ratliff, State Supervisor of Elementary School Guidance, Department of Education, for their contributions in planning and writing this bulletin. Special recognition is also given to Dr. Leslie Martin, University of Kentucky, Dr. Car Foster, University of Kentucky, Mrs. Martha Ellison, State Department of Education, and Mrs. Joy Terhune, for their professional assistance in editing the bulletin

For the work of the State Advisory Committee in the development of broad guidelines of elementary school guidance, appreciation is expressed.

Advisory Committee on Elementary School Guidance

Ben Humphrey, Murray State University, Chairman
Jack Carroll, McCracken County
Osawade Wand, Butler County
William Carse, University of Kentucky
Dorothy Alexander, Pulaski County
Margaret Sheehan, Danville
Mae Dixon, Jefferson County
K. V. Boggs, Letcher County
Marie Young, Christian County
John Smith, Lexington
Harlan Kreiner, Boyle County
Minnie Brightwell, P.T.A., Department of Education
Ruth Hill, Louisville
H. C. Malone, Todd County

Consultants

Claude Taylor, Department of Education
Stella Edwards, Department of Education
Roland Sebastian, Department of Education
D. C. Anderson, Department of Education
Earl Roberts, Department of Education
Billy Braden, Department of Education
Mary Marshall, Department of Education

To the membership of three special committees for their contributions to the sections related to the development of the elementary pupil the Department is grateful.

Committee on Educational Development of the Elementary Pupil

Celia Hornbuckle, Ashland, Chairman
Anna Mae Wheeler, Ashland
Karen Moore, Ashland
David R. Jennings, Ashland
Don Burchett, Department of Education, Consultant
Hazel Porter, Ashland
Pauline Lyles, Ashland
Faye Sykes, Boyd County
Ruby Northcutt, Ashland, Consultant

Committee on the Career Development of the Elementary School Pupil

Mary Alta Tucker, Chairman
Joy Terhune, Department of Education
Pat Barnes, Lexington
Virginia Fox, Lexington
Wayne Meador, Brandenburg
Martha Ellison, Department of Education
Lena Warders, Louisville
Otto Mattei, Bowling Green

Committee on the Social-Personal Development of the Elementary School Pupil

Ruby Gunn, Chairman, Department of Education
Betty Boyd, Daviess County
Barbara D. Golloday, Trigg County
Ann Walker, Daviess County
Dr. Ben Humphrey, Murray State University
Jesse Beasley, Paducah
Valeria Cisney, Muhlenberg County
Dr. Martin McCullough, Paducah
Marie Young, Christian County

Finally, appreciation is expressed to Steve Fitzgerald Staff Photographer, Department of Education, and to the Fayette County Board of Education, Jefferson County Board of Education and Paducah Independent Board of Education for their cooperation in making possible the pictures in this bulletin.

Marshall Swain, Assistant Superintendent
Pupil Personnel Services

Kearney Campbell, Director
Division of Guidance Services

TABLE OF CONTENTS

- Section 1 **Elementary Guidance—An Overview** 1
  - Purposes of the Elementary School 1
  - Philosophy of Guidance in the Elementary School 2
  - The Need for Guidance in the Elementary School 4
  - Major Goals of Guidance Services 5
- Section 2 **Planning and Organizing The Elementary School Guidance Program** 7
  - Planning and Organizing the Guidance Program 8
  - Beginning the Guidance Program 10
  - Roles of School Personnel in the Elementary Guidance Program 11
    - The Counselor 11
    - The Superintendent 13
    - The Principal 14
    - The Classroom Teacher 14
    - Other Specialized Personnel 15
  - Physical Facilities 16
- Section 3 **Basic Services and Activities** 20
  - Counseling Service 20
    - Do Elementary School Children Need Counseling? 21
    - What Does Elementary School Counseling Involve? 22
    - Counseling Activities — Developmental and Remedial 26
    - Ethical Standards 27
    - Professional Competencies and Preparation 29
  - Consultative Service 30
  - Individual Inventory Service 32
  - Information Service 35
    - Personal-Social Information 38
    - Securing and Maintaining Educational, Occupational and Personal-Social Information 39
  - School and Community Resources 40
    - Community Resources 41
    - School Resources 44

Section 4 **Educational Development of The Elementary School Pupil** 48

Section 5 **Career Development of The Elementary School Pupil** 56
Community Workers Unit 61

Section 6 **Social—Personal Development of The Elementary School Pupil** 68

APPENDIX: **Elementary School Guidance Resources** 77

SECTION 1

ELEMENTARY GUIDANCE—AN OVERVIEW

Guidance has been developing in the secondary schools for nearly half a century, but in the elementary schools, it is of more recent origin. Many school systems have initiated organized guidance programs at the elementary level within the past few years. As formal programs begin to develop and problems arise, it becomes apparent that some direction is essential for the organization and development of elementary school guidance.

It is generally accepted that the elementary school should provide for the individual needs, according to abilities and interests of early and intermediate childhood. It is now recognized that from the time of birth, through elementary school, and until graduation from high school, children need some help in developing the capacity for self-direction and in maintaining satisfactory progress toward worthwhile goals. In this bulletin guidelines are suggested for development of guidance in the elementary school in accordance with the goals of the elementary school.

Purposes of the Elementary School

Each child is worthy of the greatest respect. He is a person in his own right, endowed with human dignity and unique abilities which are in the process of development.

Because the elementary school is basic to all education it is important to establish a climate conducive to the growth of a positive and realistic self-concept and to provide a variety of educational experiences which will enable each child to progress toward competent and optimal functioning individuals in our democratic society. Basically, it is the purpose of the elementary school to:

1. Recognize the uniqueness of each child, accept him as an individual, teach him at the level at which he can perform successfully, and encourage him as he learns at his own rate.
2. Plan a dynamic curriculum tailored to fit the particular needs of the immediate community and the individuals within it, but cognizant also of relationships to the larger society and an ever changing environment.

3. Maintain a capable staff which through constant planning and attention to new research incorporates into the school program the best that is known of child growth and development and how children learn.
4. Teach the basic educational and social skills necessary for adequate functioning in our society.
5. Recognize the varying physical needs of children at different age levels and to plan the program to meet these needs.
6. Establish a climate conducive to salutary emotional development and to use the various techniques for promoting and maintaining optimal mental health in all children.
7. Help the child accept himself realistically, recognizing his capabilities and limitations and how to use them effectively.
8. Help children by example, precept, and instruction to learn to make value judgments and to develop morals which will facilitate democratic living within our society.
9. Function within the community as a resource for parents who may be in need of specific information on child growth and development and to facilitate the positive aspects of the parents' relationship with the child.
10. Develop an appreciation of our heritage and the values inherent in the democratic way of life, to prepare the child for his role as a citizen of our democracy.

Philosophy of Guidance in the Elementary School

Philosophy, according to the dictionary, is a "body of principles underlying a given branch of learning." This definition, then, implies that a philosophy of guidance for the elementary school is and should be a body of principles functioning as departure points for all action and organization.

Fundamental to the task of setting up guidance services in the elementary school is the determination of the basic philosophy. It can perhaps be stated that the philosophy underlying guidance services is based upon the acceptance of a concept of individual differences. This implies the need to understand each pupil in terms of his unique talents and potential in order to better assist the pupil in understanding himself.

Guidance in the elementary school has three aspects: a point of view, a process, and a service.

The guidance *point of view* is an educational attitude that focuses the attention of the entire staff on the needs of individual pupils in the school. It regards each pupil as a unique, human organism with varying needs. The principle of respect for the dignity of the pupil is fundamental. This means that each pupil is important regardless of what he is or what he has done. The guidance viewpoint includes the belief that each pupil has inherent worth and should be helped to develop his potentialities as fully as possible.

Guidance is a *process* centering around the developmental experiences and problems of the individual pupil. It may be defined as the systematic, professional process of aiding individual pupils in making choices and plans, in making adjustments, in undertaking self-direction, and in meeting problems of personal living related to education. Through individual counseling and group activities the pupil has an opportunity to work out his felt needs in relation to himself and to his society. The guidance process also may reveal needs of which the pupil is not yet aware.

Since guidance is concerned with meeting pupil needs, it can be structured as a *service, counseling* being central to the service. The administrative framework, then, is a group of professionally appropriate functions based upon pupil needs. These functions offer a concrete means of translating the guidance point of view into actual processes which assist pupils. The guidance service at the elementary level is designed to aid pupils directly as well as to assist the teaching staff, parents, and the community.

Guidance at the elementary level then is—

1. a service for all children
2. a planned program of specified and identifiable guidance activities
3. a means of preventing group or individual problems
4. choice-point counseling.

Guidance in the elementary school is not a "watered-down" secondary school service but rather it is a program in its own right based upon the needs of the pupils at this maturity level.

The emphasis of guidance services at this level are on early identification of the pupil's intellectual, emotional, social, and physical characteristics; development of his talents; diagnosis of his learning difficulties, if any; and early use of available resources to meet his needs.

The Need for Guidance in the Elementary School

Today's elementary school children live in a changing and complex world which demands flexibility. The fullest possible education is imperative if they are to find an appropriate "niche" in society. They need to mature in their understanding, their acceptance, and their sense of responsibility regarding themselves. Without these conditions no person can be his best nor can he live best with his fellows. Much of this understanding, acceptance and responsibility comes from the proper arrangement of relations with others.

Appropriate levels of education are essential if young people are to find their most productive place in the world of work. Thus they need to grow in their understanding of education and of work through an increasingly mature interaction with their environment.

Early in life boys and girls are faced with the constant necessity of choice-making and problem solving. It therefore becomes necessary for them to mature in learning how to make wise choices, how to plan their lives sensibly, and how to solve their problems in a rational manner in keeping with a high sense of moral values. They also live in a complex of social settings—the home, the neighborhood, the school, the community, the world. .Beginning with the simpler adjustments of home life, the-day by day expand the scope of their adjustments. Thus they face the need for developing those values, behaviors, and insights which enable them to live with a minimum of fruitless friction and a maximum of maturity in social attitudes and skills.

Children must relate to others; they need to learn effective efficient, and acceptable modes of behavior. Research has shown that the cause of academic failure and the development of antisocial behavior is not generally found in unsympathetic teachers or in poor teaching techniques, but rather in interpersonal factors in the pupil's life. It is generally recognized that these problems originate before the secondary school age. Consequently, to improve the situation, the elementary pupil may need assistance with his personal-social relationships. Educational experiences provided in this area to satisfy his needs and abilities are not sufficient. Individual counseling and group interaction can be beneficial to the child having problems in this area.

Provision should be made for a service designed to assist the elementary school teacher in recognizing children's problems. Professional assistance can satisfy a real need in this area. Conant, in his book entitled *The American High School Today* attests to this need in stating that "practically all states recommend expansion of guidance and counseling services to the elementary schools. Many refer to this as one of the greatest needs, if not the greatest. . . . They recommend providing guidance and counseling for all school children from kindergarten through high school, to help each pupil understand himself in relation to his needs and to the demands of his environment."[1]

Important as the functions of identification and remediation are, equally important is attention to the continuous and maximum development of all children. Much emphasis, then, should be placed upon the developmental aspects of elementary school guidance. This involves consideration and attention to certain felt needs in the area of child growth and development.

Specifically, the child in the process of growing up needs to:

1. Learn to adjust to himself and others about him.
2. Strive to be emotionally well-adjusted.
3. Learn to conduct himself in a manner acceptable to society.
4. Understand and practice the principles of democratic living.
5. Know his physical and mental capacities.
6. Discover and develop his aptitudes, abilities, and interests.
7. Recognize and accept his abilities and limitations.
8. Develop his academic and vocational knowledge and skills.
9. Achieve educational success according to his basic study skills and in keeping with his abilities.
10. Gain an appreciation of the world of work.

Major Goals of Guidance Services

A program of guidance services at all levels of the school — kindergarten or primary through secondary — serves the typical child as well as the atypical. Guidance services pointed toward the atypical child neglect the "normal child" in his need for educational development as well as his personal and social adjustments. Emphasis should be upon developmental guidance rather than the remedial aspects of guidance.

---

[1] James B. Conant, *The American High School Today* (New York: McGraw Hill Book Co., Inc., 1959).

The ultimate goal of guidance is self-direction on the part of all pupils. Some specific goals of guidance follow:

1. To enhance and make more functional our understanding of all pupils and to enhance and make more functional all pupils' understanding of themselves.
2. To assist in maximizing the effects of the educational process so that each child can move to the highest possible academic level of achievement allowed by his ability.
3. To help pupils with their goal seeking, choice making, and life planning.
4. To help pupils develop socially.
5. To help pupils begin early to grow in their understanding of the role of education in their lives.
6. To help pupils develop who present special problems.[2]

---

[2] State Advisory Committee on Elementary School Guidance, "Guidelines for Developing Programs of Elementary Guidance" (Kentucky Department of Education, 1965).

SECTION 2

PLANNING AND ORGANIZING THE ELEMENTARY SCHOOL GUIDANCE PROGRAM

An effective program of elementary school guidance needs a plan or pattern of organization. Perhaps there is no one best method or approach that may be used in the planning, but it is important that the team work approach be considered.

Since guidance in the elementary schools is of relatively recent origin, few programs have been organized in Kentucky elementary schools. In most school situations it is possible to have an organized, effectively functioning guidance program. Consideration of certain basic principles can be of value in planning such a program.[1]

"Planning a Guidance Program"

1. Any service, whether new or old, needs the acceptance and leadership of the school administrator.
2. The success of any program depends upon a state of readiness

---

[1] Adapted from Edward C. Roeber, Glenn E. Smith, Clifford E. Erickson, *Organization and Administration of Guidance Services* (New York: McGraw Hill Book Co., Inc., 1955).

of the school staff, to accept, contribute to, and participate in the program.

3. The objectives of the program need to be clearly defined.
4. The program development should evolve from existing services and should be adapted to the unique circumstances existing in a school setting.
5. Any program should be developed in harmony with the total educational organization of the school.

Specific suggestions for program organization have been offered in seven guiding principles by Humphrey and Traxler.[2]

1. Prepare a clear-cut statement of the objectives of the guidance program. These objectives should take into account the characteristics and needs of the pupils and be consistent with the objectives of the school as a whole.
2. Determine specifically the functions of the guidance program—that is how it will be of service to the pupils.
3. Identify and assign specific duties to the personnel who are to participate in the program. Specific tasks should be assigned staff members on the basis of their individual qualifications. Each needs to have definite responsibility for performing assigned tasks.
4. It is important that authority in keeping with assigned tasks be given staff members.
5. Define clearly the working relationships (a) among the staff members who have responsibility in guidance, and (b) between these staff members and others in the school. Recognize that some staff members will work directly and full-time in guidance activities, while others will work indirectly and with the full-time guidance personnel.
6. Set up a form of organization that is best adapted to the school's purposes, characteristics, personnel, size, and financial resources.
7. Keep the plan of organization and its operations as simple as possible.

Planning and Organizing the Guidance Program

The principal, responsible for the education program of the school, is the key individual in developing and improving the guidance program. To secure the enthusiastic support of the entire staff and to insure success of the program it is important to involve them in the planning and to inform them of the status of development as the program progresses.

---

[2] Adapted from J. Anthony Humphreys and Arthur E. Traxler, *Guidance Serccies* (Chicago, Illinois), Science Research Associates, Inc., 1954.

Faculty Readiness—One of the most important steps in undertaking a guidance program in the school is to help the total school staff develop an understanding of guidance. This understanding may come as a first step in planning the program or as a step in putting the program into operation. In either case, information should be provided about guidance aims, methods, and the need for a guidance program.

Since the principal of the school has the basic responsibility for the guidance program, he may do the planning himself, delegate the responsibility to some other staff member, such as the counselor, or select a guidance committee to assist in the planning. This latter method has been used effectively in many school situations, both secondary and elementary, and merits consideration.

Some activities suggested when this method of planning is used are:

1. Appoint a faculty guidance committee.
    a. Duties of the committee to be:
        (1) To explore and suggest a tentative plan of organization.
        (2) To keep the faculty members and other groups informed and work in close harmony with them.
        (3) To suggest plans for long term development of guidance programs.
    b. The committee should not be large, but should:
        (1) Include representatives from different areas of the school.
        (2) Represent a variety of interests.
        (3) Have administrative representation.
        (4) Use consultative services.
2. Designate some person, such as the counselor, to serve as committee chairman.
3. Encourage and enlist faculty cooperation in planning the program.

    This may be done in a variety of ways.

    a. Establish such committees to study various aspects of the program.

b. Use a survey blank to obtain expressions of faculty interest, desire to participate, questions, and suggestions.

c. Arrange to have faculty discussions of problems related to organizing the program.

d. Enlist the aid of the faculty in conducting surveys and studies needed for organizing the program.

4. Survey and evaluate the present status of guidance services.
5. Survey the resources available in the school and community which would be needed in developing an effective program.
6. Study good guidance programs in other schools.
7. Develop a proposed plan for the guidance program and take steps for implementing the plan as soon as possible.
8. Use consultants from State Department of Education and colleges and universities.

Other methods of planning an elementary guidance program may be used or adapted, depending upon the school situation. Whatever plan is used, the method should be clearly understood and enthusiastically accepted by everyone involved.

Beginning the Guidance Program

A guidance program may be started with the selection of certain activities in which the faculty will engage. It is generally considered desirable to initiate all of the suggested activities into the program, regardless of the extent to which participation has been possible. Full development of the total program can be progressive in nature as the staff fully understands and participates in the guidance activities.

Some suggested desirable guidance activities to consider are:

1. Providing counseling services for all pupils.
2. Developing procedures for orientation of new pupils.
3. Discovering and assisting those pupils who appear to be in greatest need of immediate attention for various reasons.
4. Establishing a basic testing program.
5. Initiating and developing a good cumulative record system.
6. Learning more about pupils and understanding inventory data.
7. Developing better home and school cooperation.

8. Working with administrator and/or curriculum committee in modifying school curriculum and requirements in accordance with determined needs of pupils and the community.
9. Developing a career file or section in library and/or in classrooms.
10. Determining special needs of some students and referring to community or other specialized individuals or agencies when the needs cannot be met by school personnel.

These and possibly other activities, according to the needs of the specific school, can provide the foundation for the development of an effective guidance program in the elementary school.

Roles of School Personnel in the Elementary Guidance Program

All school personnel who in any way have contact with elementary children or have an influence on their school experiences are involved in the guidance of these children. The primary avenue of approach to guidance is through the classroom teacher. Responsibilities, then, are not always clear-cut and separate. They sometimes overlap, and the ability of one individual to act depends upon the action of another. *In order for guidance to be effective, teamwork and cooperation are essential on the part of all school personnel.*

The Counselor

The counselor provides the technical "know-how" and the specific resources for the development and operation of the guidance program. To carry out his role properly in connection with the elementary school, the counselor must have a thorough understanding of the aims, purposes, and program of the elementary school. The report of the ACES-ASCA Joint Committee on the "Elementary School Counselor"[3] includes one of the best statements we have regarding the role of the elementary school counselor. Although the report is tentative, it indicates the direction which the final statement will take. The committee defines the elemntary school counslor's role as:

A. **Counseling:** It is the premise of this statement that counseling both individually and in small group situations can provide assistance to children in the normal process of growing up as they seek to understand themselves, meet the developmental tasks of childhood, learn effectively, and develop realistic self concepts. Emphasis is on the child as a learner in the school situation.

---

[3] Tentative Report of the ACES-ASCA Joint Committee on the Elementary School Counselor (Not yet published).

1. **Individual counseling** is the process of establishing with the child a relationship which enables him to communicate his needs, to explore his feelings, to learn about himself, to set goals and develop self-direction in moving toward these goals. Often the child is trying to communicate his need for help and this provides an opportunity for the counselor to develop a greater understanding of the child and to become more sensitive to the child's needs. Such counseling is not necessarily a communication of words on the part of the child. The content of the counseling process will reflect the developmental level of the child and may be through play media rather than verbal communication. The counselor represents to the child a non-evaluative adult in a helping relationship.

2. **Group counseling** is the process of establishing relationships with a small group of children enabling them to communicate with the counselor and each other certain identified needs. Such counseling is particularly helpful in personal and social growth as children have an opportunity to react and interact and to work out some of their behaviorial changes. Group counseling provides a major learning experience in human relations.

B. **Consultation** is the process of sharing with another person or group of persons information and ideas, of combining knowledge into new patterns, and of making mutually agreed upon decisions about the next steps needed. The counselor as a professional person with background in child growth and development and the behavioral sciences, helps parents to grow in understanding of their children in the school situation. He may provide insight for the parent about the child's potential, his motivation, and his unmet needs. In turn, the counselor learns from parents about their feelings about the child and the school.

C. **Coordination** is the process of relating all efforts for helping the child into a meaningful pattern. The counselor, as a member of the school staff, coordinates the organized effort of the school and the community for the individual child as a learner in the school situation. Coordination is the method used to bring into focus the school's total effort in the child's behalf, eliminating duplication of effort and insuring follow through on decisions made and policies established. This involves close working relationships between the counselor, teacher, parent and other school and community personnel whose contacts with the child in the school situation are significant.

Maes[4] describes the same three major functions of the elementary school counselor: counseling, consultation and coordination. He goes further to state that this should be the order of importance.

The Superintendent

The superintendent should assume the responsibility for providing the initiative in developing a sound philosophy concerning guidance and extending guidance services. Many responsibilities will be delegated to other individuals in the school system, but only when leadership and support are provided by the superintendent can an active on-going program be developed. Some of the major guidance functions of the superintendent are to:

1. Furnish inspiration and leadership to staff members in developing and carrying out a sound philosophy of working with children. The attitude of a superintendent can make or break a program.
2. Work with the Board of Education and the community to secure acceptance of and support for the guidance program.
3. Provide adequate financial support for the program. This includes a budget for such things as personnel, materials, equipment, and teacher in-service.
4. Provide adequate personnel for the program.
5. Organize staff duties and responsibilities so that staff members will be aware of their individual roles in the total program.
6. Integrate the guidance program with the over-all school policies and plans and to see that various parts of the program are co-ordinated and articulated.
7. Work with parents and members of the community in building and understanding of the philosophy of the school concerning guidance.
8. Provide supervision and other in-service help for teachers so that services for children are constantly improved and upgraded.
9. Provide space and time for the kinds of activities that are involved in a good program of guidance. This includes such things as time for parent teacher conferences and space for holding conferences.

---

[4] Wayne R. Maes, *The Elementary School Counselors: A Venture in Humaness* (Arizona State University, Tempe, Arizona: Bureau of Educational Research and Services, 1966).

10. Provide for continuous evaluation for the guidance program and all other school activities.

The Principal

The administrative responsibility for guidance activities within his school rests with the principal. Leadership for guidance activities comes through his efforts. He must have a recognition of the importance of guidance and a desirable philosophy concerning it.

Some of the major guidance functions of the principal are to:

1. Organize staff duties and responsibilities so that staff members will be aware of their individual roles in the total program.
2. Integrate the guidance program with the over-all school policies and plans and to see that various parts of the program are co-ordinated and articulated.
3. Work with parents and members of the community in building an understanding of the philosophy of the school concerning guidance.
4. Develop an in-service training program to create in the entire staff guidance attitudes and techniques necessary for the development of an effective guidance program. "The school guidance program cannot proceed beyond the educational pace of the faculty."
5. Provide supervision and other in-service help for teachers so that services for children are constantly improved and upgraded.
6. Provide space and time for the kinds of activities that are involved in a good program of guidance. This includes such things as time for parent-teacher conferences and space for holding conferences.
7. Work with children and parents on problems related to guidance.
8. Provide for continuous evaluation of the guidance program and all other school activities.

The Classroom Teacher

Each classroom should be considered a laboratory in human relationships with the personality of the teacher the most important force. Because of the close contact between the teacher in the elementary school and her class, she is the key person in the elementary guidance program.

Some of the major functions of the classroom teacher are to:

1. Be able to know and understand each of her children and to provide the help each child needs, unless his problems are such as to require referral to a specialist.
2. Provide information and experiences through which her pupils will grow educationally, socially, and emotionally.
3. Assist in identification of special needs of gifted, retarded, physically handicapped, or emotionally disturbed children, and to provide the proper contacts through which these needs may be met.
4. Provide initial knowledge of the world of work and an awareness of the need for and the dignity of all useful work.
5. Keep records which may be used in the study of the child throughout his whole school experience.
6. Administer tests to groups. If there is a counselor in the school she may work with the teacher as to the method to be used and as to the interpretation of the test.
7. Make effective use of referral sources for children who present special problems.
8. Orient her pupils for their next step in school. This is especially important in the kindergarten and the sixth grades.

Other Specialized Personnel

In addition to staff members identified as ones usually employed by school, sometimes there are others who perform unique functions.

1. The School Psychologist—Today, most schools recognize the need for psychological services in education. Ordinarily, school psychologists work in close cooperation with school counselors and function as vital members of the guidance team. While the actual services rendered by the school psychologists will vary according to local needs, emphasis is placed on individual testing, identification of exceptional children, counseling with pupils and parents, the initiation of research, and utilization of research findings for the solution of school problems.
2. The School Nurse—The school nurse contributes to the elementary school guidance function by serving the staff as a consultant and resource person. She has information concerning health problems of pupils which may affect their behavior in the school situation. Optimum health of pupils is necessary for effective learning and adjustment.
3. The School Social Worker—The school social worker provides service to elementary schools and aims toward the prevention

and treatment of social and emotional problems which interfere with school progress and adjustment. Working with parents in the home situation is a key responsibility of the school social worker.

4. The School Librarian—The librarian is in a unique position to make available a wealth of informational materials to pupils and teachers. She can aid materially by cooperating with counselors and teachers in obtaining and disseminating educational and occupational information, as well as information helpful in personal adjustments and social relationships.[5]

Personnel operating out of the central office who may, and do, contribute to the guidance program of the elementary school are the Supervisor of Instruction, the Director of Pupil Personnel, and the Visiting Teacher.

Physical Facilities

The concept of guidance in current philosophy and practice includes guidance as a point of view, as a developmental process, as an organized set of services which are coordinated, identifiable, and directed toward definite educational objectives under professional leadership. Activities are centered on the needs and problems of the individual student and are continuous in nature. Organized guidance services and activities require adequate physical facilities to carry out the program.

The space needed for the guidance unit varies with the number of counselors employed. Since the number of counselors recommended in elementary schools is the equivalent of one full time counselor for every 600 pupils, the anticipated maximum enrollment should be taken into account in planning the guidance unit.

Provisions should be made for the following space facilities:

1. An area to be designated as a waiting or reception room
2. A designated space for clerical help
3. A private office for each counselor
4. A multi-purpose guidance room
5. Space for shelving, files and storage

---

[5] Adapted from Herman J. Peters, Bruce Shertzer, and William VanHoose *Guidance in Elementary School*, (Chicago: Rand McNally and Company, 1965), pp. 223-225.

Waiting Room

The reception area can function as the information resource area and as a place for students and others to wait for their appointment with the counselor. This room should be large enough to provide space for a secretary-receptionist and for one student for each counselor available. In addition, there should be space available for 3 or 4 additional persons, such as parents or teachers who might be accompanying the pupil. Thus for a school which has 2 counselors, waiting space should be provided for about 4 or 5 persons.

Minimum equipment should include:

1. Secretary's desk, chair, and typewriter
2. Telephone—preferably a private line with extension stations to each counselor's office
3. A desk or table and comfortable seating for 3 to 12 persons
4. Display rack for pamphlets, magazines, and other material
5. Bulletin board
6. Lighting sufficient for reading
7. Electrical outlets

Other suggested equipment might include a clock, a bookcase, and file cabinets. The room should be tastefully decorated and furnished. Suitable colors, comfortable chairs, rugs, pictures, and the like contribute to a desirable psychological atmosphere.

The Counselor's Office

The counselor's office is the setting for the interview. The interview usually involves only the counselor and the pupil. However, at times other persons, such as a teacher or the pupil's parents, are called into the conference. Since the interview is regarded as confidential, the room should be reasonably sound proof.

Minimum equipment should include:

1. Counselor's desk and swivel chair
2. Counselee's chair and at least two additional chairs
3. Bookcase for counselor's own professional library
4. File cabinets for counselor's guidance materials and records. At least two files are needed, and more if cumulative records are kept here. Cabinets containing confidential information should have locks.
5. Electrical outlets

Other recommended equipment might include a clock, a telephone extension with buzzer or inner office communication system, and a tape recorder.

The office should be attractive and informal. Comfortable chairs, pictures, and curtains contribute toward a relaxing atmosphere.

Multipurpose Room

The multipurpose guidance room will have many uses. These will vary from school to school depending upon the guidance services offered and upon the concept of group procedures in guidance which prevails. The room should be about the same size as a regular classroom. When a multipurpose room as a part of the guidance area is not feasible, some schools make use of a conveniently located classroom. Uses may include group guidance, group counseling, group testing, and inservice training in guidance and guidance committee sessions.

Minimum equipment should include:

1. Tables with chairs sufficient to seat 30 to 35 persons (or movable desks)
2. Teacher's desk and chair
3. Storage space, either a closet or a storage wall
4. Chalk board
5. Bookcase
6. Electrical outlets
7. TV outlets

Other suggested equipment might include a clock, a bulletin board, and blackout curtains for use with audiovisual equipment and tape recorder. There should be access to the library and audiovisual storage room. This does not need to be direct access, but nearness to the library area would be desirable.

Storage Space

Storage space is needed for tests and other guidance materials. This could be one area or several smaller areas, depending on the size of the guidance area and the ingenuity of the architect.

Minimum storage space should include:

1. Space for such items as secretarial materials, typing paper, mimeograph paper, pencils, file folders, miscellaneous forms, records, and reports.

2. Storage space for testing materials.
3. Storage for any special equipment the guidance department might have. This will vary widely, but might include such items as films and film strips, projectors, posters, and screens.

The location of the guidance area should be:

1. Separate from but near administrative offices for convenient access to personnel records and certain clerical services.
2. Accessible by a direct entrance from the corridor.
3. Located to provide separate entrances and exits if possible.
4. Readily accessible to pupils, and near the main flow of traffic to facilitate contact, scheduling, and communication.
5. Readily accessible from a main entrance for the benefit of parents and representatives of community agencies.

SECTION 3

BASIC SERVICES AND ACTIVITIES

An effective elementary guidance program has certain basic services or activities. These activities need to be clearly defined and understood by the total school staff. In this section of the bulletin an attempt is made to define some of these services and activities.

Counseling Service

The question often arises as to whether counseling is a workable guidance function with elementary school children. Segar[1], and Bakwin[2] point out that the interview can be used with young children. Anna Meeks also points out that counseling individual pupils and small groups of pupils is an important part of her elementary school guidance program. She states, "It is our firm conviction that children with poor self-concepts do not learn. Counseling has as its chief goal helping pupils gain a more realistic self-concept."[3]

The actual role that counselors play is largely determined by elementary school administrators. Studies of administrative opinion show that 90 percent or more of principal respondents felt that counseling with pupils should occupy most of the time of the elementary counselor.[4] Of particular interest is the emphasis placed upon counseling individual pupils with: (1) personal and social problems; (2) academic and educational problems. Of the respondents in this study, 98 percent rated these functions as very important or important.[5] Counseling children with severe discipline problems was rated important or very important by 90 percent of the respondents in the study.

---

[1] Willie Bradley Segar, "Beginning Steps in Guidance in the Elementary School, Occupations", XXX, No. 6 (March, 1952), 414.

[2] Harry Bakwin, M.D. and Ruth Bakwin, M.D., *Clinical Management of Behavior of Behavior Disorders in Children* (Philadelphia: W. B. Saunders, 1960), p. 236.

[3] Anna Meeks, Comprehensive Programs in Elementary School Guidance, April 9, 1963. (Mimeographed)

[4] McDougall and Rectan "The Elementary Counselor as Perceived by Elementary Principals," *The Personnel and Guidance Journal,* (1963), 42: No. 4, 348-354.

[5] *Ibid.*

"A Counseling Session"

Wrenn[6] lists counseling as the first responsibility of the counselor. The American Personnel and Guidance Association in a formal statement of policy says that "the major responsibility of the counselor is to assist an individual through the counseling relationship to utilize his own resources and his environmental opportunities in the process of self-understanding, planning, decision-making, and coping with problems relative to his developmental needs and to his vocational and educational activities."

Do Elementary School Children Need Counseling?

All children encounter problems in the normal process of growing up. Counseling can provide assistance in developing greater self-direction in solving problems. Some children find it difficult to meet developmental tasks, and others present behavior problems growing out of threats to their feeling of security and self esteem. All children need to express themselves positively and constructively. The pupil often needs somebody, other than an authority figure, to talk to. There is a need for counseling that cannot be met by a teacher. The counselor, because of his preparation and his available time, can be that person. Principals, teachers, and other staff members may perform guidance functions related to counseling, but specialized counseling should be performed only by qualified counselors.

---

[6] Gilbert C. Wrenn, *The Counselor in a Changing World* (Washington, D.C.: American Personnel and Guidance Association, 1962).

The rationale for a counseling program in the elementary school grows out of the purposes for education and may be summarized in the following statements:

> The purpose which runs through and strengthens all other educational purposes—the common thread of education—is the development of the ability to think.[7]
>
> An individual's thinking is affected by such personal factors as motives, emotions, attitudes, needs, self-concepts, habits, skills and capacity.[8]
>
> The key assumption in considering thinking processes in the elementary school is that thinking processes are similar in kind in childhood and adulthood although they may differ in degree.[9]
>
> An early start should build attitudes or mental sets that will open up thinking, improve learning, and stimulate creativity in later years as well as in the elementary school.[10]

The elementary school is not a hospital. Its job is education so we look for outcomes significant to the child as a learner. Hoped-for outcomes fall in two categories: (1) direct benefits to the child; (2) maximized learning opportunities for all children. The child through counseling may: (1) come to see himself as more adequate in the learning situation; (2) gain increased motivation for learning; (3) gain more control and greater self-direction in solving problems.

What Does Elementary School Counseling Involve?

The major goal of counseling is to help all pupils with self-understanding, social development, goal seeking, choice making, and life planning. Counseling may also help pupils who present special problems move toward a more adequate adjustment.

An examination of the numerous definitions of counseling reveals certain recurring characteristics considered essential to the counseling situation. We can, perhaps, determine the nature of counseling by looking at some of these characteristics:[11]

---

[7] Educational Policies Commission, *The Central Purpose of American Education* (Washington, D.C.: National Education Association, 1961).

[8] John U. Michaelis, *Social Studies for Children in a Democracy* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963).

[9] Jerome S. Brunner, *The Process of Education* (Cambridge: Harvard University Press, 1960).

[10] *Ibid.*

Counseling is a face-to-face situation.

Counseling takes place in privacy.

Counseling demands a friendly, free atmosphere.

Counseling involves two people or a small group of people who meet to consider a problem or question or situation posed by one of the individuals.

Counseling requires that the counselor have special skills and abilities acquired through prescribed professional training that equips him to participate effecitvely in the counseling interview.

Counseling occurs as the result of self-referral or referral by another individual.

Counseling is the core of the guidance effort.

Counseling has as its purpose, on the elementary level, the development of a sense of direction in children and assurance and support for both teachers and parents.

In clarifying the nature of counseling, some negative statements are pertinent:

Counseling is not advice-giving.

Counseling is not discipline.

Counseling is not simply an aimless exchange of pleasantries.

Dinkmeyer[12] has suggested certain fundamental principles we need to be aware of in elementary counseling.

1. Counseling in a learning-oriented process carried on in a one-to-one social environment. It must utilize the best that we have available from learning theory.
2. The relationship is crucial in the counseling process. It should be one in which there is mutual trust and mutual respect which enables the counselee to become more open to communication and more motivated to change. Change is always more possible in a non-evaluative, non-judgmental atmosphere.
3. The counselor helps the client to understand and accept what he is, and to use his newly acquired knowledge about self to realize his potential, to change in attitude, style of life, and eventually behavior.

---

[11] Peters, Shertzer and Van Hoose, *op. cit.*, p. 139-140.

[12] Dinkmeyer, Donald, "Developmental Counseling, "*Elementary School Guidance in Illinois,* (1965), p. 42-45.

4. The child is frequently not a volunteer. There is a real need for common purposes and a motivation for counseling. It is important that the goals of counseling be mutually aligned between counselor and counselee. It is important to understand the individual's objective viewpoint, to be empathetic, to recognize his private logic.

5. We need to listen not only for the words, but what is behind the words. We need to become skilled in guessing the child's psychological direction. Behavior is purposive and has social implications. We need to make the client more aware of his purposes, goals, convictions, and attitudes. As the client becomes aware of his faulty assumptions, he can "catch" himself.

6. There are certain dependency factors which will restrict the child from changing certain things in his environment. His choices may be limited in terms of restrictions placed upon him by adults such as the parents and teachers.

7. There is a necessity for working intensively both with parents and teachers, if we are to change the child's environment. Contact with the significant adults is directed at changing the adult's behavior and the child's perception of self and human relationships. The counselor most of all must become aware of the goals and the unity in the pattern of the counselee's behavior. Maladjustment is characterized by increased inferiority feelings, under-developed social interest, and uncooperative methods of striving for significance. These dynamics help the counselor to explain and understand this behavior or this function.

8. There is a need for sharper sensitivity on the part of the counselor in working with nonverbal cues and nonverbal factors. The child may not be as verbal as the adult. We need to listen with his ears and observe to determine what is behind the total psychological movement. Our observation of a recognition reflex in his facial expressions sometimes enables us to comprehend his goal. Disclosure of the child's goals and purposes when given in appropriate fashion can be a most significant technique.

9. The counselor provides encouragement as a major therapeutic technique. He enables the client to accept himself so that he has the courage to function.

10. Some children have a minimal ability to relate their feelings. They may not always be sensitive to reflection, and they need a tentative statement in regard to feelings such as: "Could it be, you feel the children are against you?"

11. The individual's perceptions are more important than the objective reality of the situation.

12. People will move in a positive direction when they are really free to choose. We need to provide the atmosphere which permits them to make these choices.
13. The feeling of basic trust between counselor and counselee opens the channels of communication. The mutual alignment of goals also assists this development.
14. Counseling is looked upon as a re-educative process directed towards the development of increased social interest. It is not heavily oriented towards vocational guidance. Instead it deals with the developmental tasks, problems and needs of the child. Feeling that through self-understanding, self-acceptance, and clarification of feeling, the greatest growth can occur.
15. The cognitive and conceptual development of the child is not always as advanced as we might hope and, hence, the counselor must be certain communication is meaningful. Children have limited experiences and, hence, will have a limited ability to comprehend certain concepts.
16. The counselor becomes aware that he needs to empathize so closely that he can guess what it is that the client is thinking, and that he can put this into the client's words. The effective counselor is one who understands the way in which the individual strives to be significant and helps the individual to accept himself. He sees the developmental problems as interpersonal problems. His communication with the client helps the client to understand new ways of relating to others."

The counselor is committed to the notion that problems experienced by children and adults are seldom resolved by more information. When a person is depressed and feeling worthless and unloved it helps very little to learn that this stems from a discrepancy between the "real self" and the "idealized image." What is more often needed is to be accepted, understood and cared about. What is needed is someone who can respond in a way unlike that of most of the other significant people in the individual's life . . . Sometimes the worst vice is advice.[13]

What are we trying to do with a child in counseling? (1) Merely allowing the child to establish a relationship with someone to help see himself as a more adequate person, to find out things about himself, and then with this knowledge to work toward goals. (2) Looking and listening to hear what the child is saying to us. Often the child is trying to communicate his need for help and this process provides an opportunity to become more sensitive to the child's needs. This we call counseling. Such counseling is not necessarily a communication of words. The content of the counseling process will reflect the developmental level of the child.

---

[13] Wayne R. Maes, *The Elementary School Counselor: A Venture in Humanness* (Arizona State University, Tempe, Arizona: Bureau of Educational Research and Services, May, 1966), p. 26.

Counseling Activities—Developmental and Remedial

Emphasis in elementary school counseling should be placed on meeting the developmental needs of children, rather than on remedial or crisis oriented counseling. This is not to say that no remedial work should be done. A counselor going into a school that has never had a counselor will have more crises cases than he will the second or third year. It takes time to initiate the developmental aspect of the program. However, the "average" child rather than the "exceptional" child is the target.

A. Individual Counseling

1. Developmental

   Counsel with children individually to help them meet the developmental problems common to all youngsters. The counselor can give temporary "first-aid" to children experiencing problems related to—

   a. school adjustment (developing a favorable school attitude, learning study skills, understanding his ability and achievement, understanding acceptable school behavior, working out conflicts with his teacher).

   b. social adjustment (getting along with friends, making new friends, learning to share and play fair).

   c. personal adjustment (developing a realistic self-image, understanding his behavior, overcoming temporary disappointments).

   d. home adjustment (getting along with brothers and sisters, getting along with parents).

2. Remedial

   Counsel with children individually to help them overcome problems which prevent them from functioning adequately in the school situations. Special attention should be given to—

   a. the underachiever

   b. the discipline problem

   c. the shy, withdrawing child

   d. the aggressive child

   e. the child who is highly nervous

    - f. the habitual absentee
    - g. the child who steals
    - h. the child with no friends

B. Group Counseling

1. Developmental

   Counsel with small groups of children to help them meet the developmental tasks of middle childhood. Group counseling is most effective if not more than five or six children are in the group. The children not only receive help from the counselor, but are able to help each other in solving problems common to all youngsters. Children in a group situation will discuss problems concerning—

   - a. school
   - b. home
   - c. their peers
   - d. their feelings about themselves

2. Remedial

   Counsel with small groups of children with similar problems. Group counseling has been found effective in working with—

   - a. underachievers
   - b. shy, insecure children
   - c. anti-social children
   - d. the potential drop-out
   - e. children with poor self-images

Ethical Standards

Certain ethical standards for counselors have been established by the American Personnel and Guidance Association. The section below includes guidelines for ethical practice in the counseling relationship.[14]

A counseling relationship denotes that the person seeking help retain full freedom of choice and decision and that the helping person has no authority or responsibility to approve or disapprove of the choices or decisions of the counselee or client. "Counselee" or "client" is used here to indicate the person (or persons) for whom the member has assumed a professional responsibility. Typically the counselee or client is the individual with whom the member has direct and primary contact. However, at times, "client" may include another person(s) when the other person(s) exercise significant control and direction over the individual being helped in connection with the decisions and plans being considered in counseling.

---

[14] American Personnel and Guidance Association, *Ethical Standards,* Section B: Counseling.

1. The member's primary obligation is to respect the integrity and promote the welfare of the counselee or client with whom he is working.

2. The counseling relationship and information resulting therefrom must be kept confidential consistent with the obligations of the member as a professional person.

3. Records of the counseling relationship including interview notes, test data, correspondence, tape recordings, and other documents are to be considered professional information for use in counseling, research, and teaching of counselors but always with full protection of the identity of the client and with precaution so that no harm will come to him.

4. The counselee or client should be informed of the conditions under which he may receive counseling assistance at or before the time he enters the counseling relationship. This is particularly true in the event that there exist conditions of which the counselee or client would not likely be aware.

5. The member reserves the right to consult with any other professionally competent person about his counselee client. In choosing his professional consultant the member must avoid placing the consultant in a conflict of interest situation, i.e., the consultant must be free of any other obligatory relation to the member's client that would preclude the consultant being a proper party to the member's efforts to help the counselee or client.

6. The member shall decline to initiate or shall terminate a counseling relationship when he cannot be of professional assistance to the counselee or client either because of lack of competence or personal limitation. In such instances the member shall refer his counselee or client to an appropriate specialist. In the event the counselee or client declines the suggested fererral, the member is not obligated to continue the counseling relationship.

7. When the member learns from counseling relationships of conditions which are likely to harm others over whom his institution or agency has responsibility, he is expected to report the condition to the appropriate responsible authority, but in such a manner as not to reveal the identity of his counselee or clients.

8. In the event that the counselee or client's condition is such as to require others to assume responsibility for him, or when there is clear and imminent danger to the counselee or client or to others, the member is expected to report this fact to an appropriate responsible authority, and/or take such other emergency measures as the situation demands.

9. Should the member be engaged in a work setting which calls for any variation from the above statements, the member is obligated to ascertain that such variations are justifiable under the conditions and that such variations are clearly specified and made known to all concerned with such counseling services.

Professional Competencies and Preparation

The functions to be performed by the counselor in the elementary school determine the personal qualifications and the professional preparation required for this position. To carry out the functions described previously the counselor will need:

1. Depth of knowledge in:
   - child growth and development
   - curriculum of the elementary school
   - group dynamics
   - interpersonal relations
   - personality dynamics
   - philosophy
   - psychology of learning
   - theories of counseling
2. Background and understanding in:
   - basic goals of guidance
   - community and culture
   - curriculum trends and developments
   - elementary school program
   - organization and administration of guidance services
   - organization of pupil personnel services
   - reading program
   - research procedures
   - statistics
   - world of work
3. Specialized skill in:
   - observation and interpretation of behavior, particularly the interpretation of feeling from non-verbal behavior
   - consultation with parents
   - counseling—individually and with group
   - interpretation of the methods by which children communicate their needs
   - use of toys, art and other media for communicating with the young child
   - case conferences and case records

educational measurements
psychological testing

4. Personal qualifications which include:
    - courage to bring about change
    - valuing of the individual
    - initiative
    - high degree of sensitivity to the feelings of children and adults
    - academic aptitude
    - emotional stability
    - competence in human relations
    - depth and variety of interests[15]

Consultative Service

The consultative phase of elementary counseling includes services to both parents and staff. The counselor can help parents in understanding their child's behavior through parent conferences and group meetings. The counselor may assist parents in the following ways:

1. Conduct parent conferences to discuss the child who is having academic difficulty.
2. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.
3. Conduct parent conferences to discuss a home or family problem which may be affecting the child's school adjustment. (In such cases counseling for parents should be available if the parents wish help.)
4. Conduct parent conferences to discuss a child's needing help in terms of a special class or agency referral.
5. Meet with small groups of parents on a regular basis when they have children with similar problems and the parents wish help.
6. Conduct group sessions to better acquaint parents with the school and to develop a good home-school relationship.
7. Conduct group sessions to help parents understand their child within the framework of normal development through ages and stages and to know what parent behavior or attitudes may help their child to progress toward optimal development.

---

[15] Tentative report of the ACES-ASCA Joint Committee on the Elementary School Counselor. (Not published).

"Staff Consultation"

The counselor serves as a consultant to teachers and other members of the school staff. The counselor can increase the staff's understanding of the social, emotional, and instructional needs of children. Therefore, the counselor may:

1. Consult with teachers in relation to children where referral is not requested.
2. Discuss with the staff referral sources and procedures.
3. Help teachers in understanding children who present special learning or adjustment problems.
4. Conduct group sessions in which staff members may discuss their concerns.
5. Provide in-service education for the staff in such areas as pupil appraisal, the standardized testing program, and mental health in the classroom.
6. Assist in parent-teacher conferences.

The teacher and the parents of an elementary school child usually are the most potent influences in a child's life. It is also true that a child's direct contact with others, such as a counselor, a relative, another adult, or a friend can have a significant impact on a child. Elementary school counselors can be most effective if they are a resource to children and a resource to the most significant adults in the child's lives—their teachers and parents.

Sections IV, V, and VI give additional information concerning ways the counselor can work with teachers and parents in the educational, career and social-personal development of pupils.

Individual Inventory Service

The *Individual Inventory or Pupil Records* service is a process of collecting, recording, collating, and utilizing information concerning all pupils. This service is essential to pupil planning as well as to the planning of teachers, counselors, and administrators in their effords to provide an environment conducive to optimum pupil growth.

The education of pupils is complex at best and educators can function more effectively when they have an abundance of information about the pupils they are to educate. Pupils need to understand themselves in order to properly chart their educational development and their daily living toward effective use of personal resources. Pupils are entitled to assistance from the school in this important area of development.

The individual inventory may include the following information:

1. Personal data
2. Health and physical development
3. Social environment
4. Home background
5. Achievement
6. Mental ability
7. School attendance
8. Interests and activities
9. Personal and social adjustment

Techniques used in securing this information include interviews, testing, observation, anecdotal records, the autobiography, sociograms, etc.

Interview — A record should be kept of each significant interview. Among the common items to record are date of the contact, reasons for the interview, nature of problem discussed, and plan of action. Many interviews with the school counselor regarding personal problems will be of a confidential nature and the counselor has an obligation to restrict access to the record of these interviews.

Testing — Psychological tests have as their basic purpose the measurement of various components of behavior in an objective and standardized manner. Although test results will not provide a complete picture of the individual pupil, they do offer standardized measures of various characteristics of the group and thereby help the teacher and staff to establish some normative reference points for the assessment of the individual pupil. The significance of the results obtained on standardized tests is to be found in the comparative relationship of the individual to a group.

In the elementary schools, two types of tests are widely used: intelligence and achievement tests. Interest tests, aptitude tests, and where there is a qualified person to administer and interpret them, personality tests, are sometimes used as effective tools in the elementary school guidance program.

Regarding the grade levels at which testing should be done and a minimum testing program for guidance purposes, *a good rule of thumb is that about two measures of intelligence and three measures of achievement be on record by the time a student is ready for the seventh grade.* Many schools will place intelligence testing at grades three and five, and achievement testing at grades two, four, and six. One of the objections to intelligence testing in the first and second grades is that students are generally immature and unaccustomed to disciplined paper and pencil tests. Therefore, some variability has been noted in the scores of pupils tested in these grades and then retested at a larger grade.

When test results are recorded on the cumulative records, it is easy to compare the results of the intelligence and achievement testing. Most cumulative record forms have not included a space for notes. However, it is usually helpful to list beside a test score, a brief and pertinent phrase: was obviously guessing . . . was ill on day of test . . . has poor vision . . . death in family on week of tests, etc.

Whereas a minimal program provides test measures on all pupils at regular intervals, it is wise to bear in mind that provision must be made for the testing of an individual pupil whenever such measures are needed to assist in planning his program or for counseling with him.

Observation — In working with boys and girls, whether it be in the classroom or as a school counselor in a guidance office, the observational approaches help in identifying strengths, behaviors in need of improvement, and limiting capacities. The observational approaches, properly used, may be involved in the pupil's educational progress or personality fulfillment. This technique can be of much value when used by one with some training and experience in this area.

Observation requires careful discernment and alert perception of the events around us. It is concerned with that which is normal as well as that which deviates from the standard of behavior one might expect in a given situation.

The Anecdotal Record — The anecdotal record is essentially a report of observed behavior. The recording of such incidents sheds light on a pupil's personality traits or behavior patterns when viewed over a period of time. Anecdotal records reflect *not only the poorer* incidents of a child's behavior *but also the good patterns.* These should be concisely written and *free from opinion.* If comments are to be made they should be separated from the incident itself. A good anecdotal record should contain three parts: the incident, comments, recommended action. As these are written they may be dropped into the folder of the pupil.

The Autobiography — The autobiography is a tool that can be used in any school. Many times elementary teachers cooperate in obtaining the autobiographies of pupils. The significance of the autobiography is obvious, but there is danger that important information may be omitted. An outline provides uniformity and guards against omission. However, if an outline is used, it should be flexible enough for the pupil to include information which he believes is important.

Sociograms — The sociogram is an instrument for portraying the social structure of a group. To obtain the needed information, the teacher may request each pupil to write down the names of three or four of his best friends. The teacher then prepares a chart in which he lists the names of each pupil and draws arrows to show pupil choices. The sociogram is relatively easy to construct and is one of the best teacher-centered techniques for discovering peer acceptance or rejection.

The State Advisory Committee on Elementary School Guidance[16] identified certain additional activities, other than those previously discussed, as basic to understanding and assisting children at any age. Some of these follow:

1. Develop a self-appraisal unit which pupils could complete prior to talking about their future goals.
2. Involve pupils in self-appraisal activities so they may better know their own strong and weak points.
3. Assist the teacher in the appraisal of pupils.
4. Do diagnostic work with problem children.

Information Service

The major aims of a guidance program are to help the pupil to understand himself, to help him secure information, and, through the counseling process, to relate facts about himself with those about his environment. If these aims are to be accomplished, the school must have an effective information service as a part of the guidance program.

The information service consists of three phases — occupational, educational and personal-social. They are closely related and are offered at the same time but may be distinguished by the emphasis placed on certain kinds of information. The occupational phase is concerned with information about the world of work, the educational phase with facts about activities and opportunities both within and outside the school, and the personal-social phase with information related to personal development and social relations in the students environment. All aspects of the service cut across the entire school system with varying degrees of emphasis in each grade. The kind of information given at each level is determined by the immediate needs of the pupils and by their readiness to appreciate and utilize that which is presented.

Educational and Career Information Through Usual Activities — The responsibility for this information should be shared by the guidance and instructional programs of the school. The guidance program, to be fully effective, should accept this responsibility. Some information, not ordinarily made available in classes should be provided through the guidance program. In securing, evaluating and making such information available to elementary school pupils, the counselor, librarian, and teacher can render a valuable service.

---

[16] State Advisory Committee on Elementary School Guidance, "Guidelines for Developing Programs of Elementary Guidance" (Kentucky Department of Education, 1965).

Educational Information — Pupils in the elementary school need information of this type to encourage their natural curiosity and to broaden their educational horizons. They need to learn about various aspects of educational opportunities that are available to them throughout their elementary school years. Regardless of the manner of presentation, this information can be invaluable to both pupils and parents in helping them understand the school's educational program — the requirements and the physical aspects as well. The understanding enables the development of smoother parent-teacher-school relationships that are advantageous to the child.

Exact kinds of educational information made available to elementary school pupils may vary from school to school according to area and the purpose for which it is used. In most schools the same general pattern will be followed, so some typical kinds are suggested:

1. Information for school enrollment
2. Class schedules, which may include hours, teacher, room, etc.
3. Methods of reporting regularly pupil progress to parents
4. Health and safety of the pupil
5. Co-curricular and related activities that are school sponsored
6. School facilities and physical arrangement
7. Introduction to teaching staff
8. Parent's role in total learning process
9. Expectations of pupil and his relationships in the school
10. Appropriate study techniques[17]

Career Information — In the past it was not considered essential that vocational information be provided at an early age. Due to increased specialization and the rapid development in technology, it is now generally recognized that there is a need for information about vocational possibilities much earlier than previously.

In contrast to previous years, the potential employee faces thousands of possible vocations from which he will need to select his own vocation. It is not something that he can do "over night."

---

[17] Adapted from Raymond N. Hatch and James W. Costar, *Guidance Services in the Elementary School* (Dubuque, Iowa: W. C. Brown Co., 1967), pp. 112-113.

Because selecting an occupation is so important, the pupil should have as many exploratory experiences as possible. "Vocational choice should be seen as a process extending over years and not as an event. The student can be helped to make a series of choices as he becomes increasingly realistic about himself and the occupational world."[18]

To introduce occupational information to pupils in the elementary grades is to increase the time that they will have to explore and eventually will better enable them at the secondary level to make a valid decision about educational plans. As an outgrowth of these experiences and acquaintance with available information in the early grades, pupils are more able to make wise vocational choices later at the secondary level. Recent surveys show that the proportion of those entering the first grade who later graduate from high school is much too small. This points up a need for occupational information "for those pupils who go directly from high school . . ." A gradual exposure to vocations in the elementary school builds a reservoir of information upon which the early school leaver may make a more satisfactory vocational choice.[19]

Although the purposes of presenting career information at the elementary level are different from those at the high school level, nevertheless, at this level it is a very essential activity. Hoppcock and others have identified some purposes of presenting career information in the elementary school, as follows:[20]

1. To increase the child's feeling of security in the strange, new world outside the home by increasing his familiarity with it.
2. To encourage the natural curiosity of young children by helping them to learn the things they want to learn, and to enjoy learning them. "Growing children are intrigued from their earliest days by man's occupation; by his adventure and his machines; by his ships and his mills and his factories and his skyscrapers; by his farms and his mines and his technologies."[21]

---

[18] C. Gilbert Wrenn, *The Counselor in a Changing World* (Washington, D. C.: American Personnel and Guidance Association, 1962), p. 110.

[19] Hatch and Costar, *op. cit.*, p. 108.

[20] Robert Hoppcock, *Occupational Information, Where to Get It and How to Use It in Counseling and Teaching* (New York: McGraw-Hill Book Co., Inc., 1957), pp. 344-347.

[21] L. M. Averill, *The Psychology of the Elementary School Child* (New York: Longman's Green Co., 1949).

3. To extend the occupational horizons of the child so that he may begin to think in terms of a wider range of possible future occupations. It is not so important that pupils choose careers during the early years as that they discuss various occupations and become acquainted with many of them.
4. To encourage wholesome attitudes toward all useful work.
5. To begin developing a desirable approach to the process of occupational choice. "Vocational planning should start from the time a child enters school. Even though most elementary pupils . . . are too immature to make satisfactory vocational choices, nevertheless the problem of selecting and preparing for future employment should be made a conscious part of their thinking."[22]
6. To help pupils who face a choice among different high school programs.

Junior high school pupils or older elementary pupils, then, need a general introduction to the kinds of occupations through which society carries on its necessary work. They need a broad understanding of the types of training that are required for entering these occupation levels and ways in which such training can be secured.

Personal-Social Information

Earlier, information of this nature was largely the responsibility of the home, but more and more parents are turning to the schools for assistance in providing much of this information. In some instances schools have readily accepted this responsibility; in others they have not. It is a responsibility that can readily be shared by the home, the school, and other community agencies and organizations. Careful consideration should be given to the kind of information that will be presented, when it will be given, and how to present it.

Perhaps, the kind of information will vary in different communities and it can be helpful to discuss this with different community organization, parent groups, and others prior to the planning. Information of this type should be of such a nature that it will appeal to the interests of the various levels of maturity of elementary pupils.

---

[22] L. M. Chamberlain and L. M. Kindred, *The Teacher and School Organization* (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1949).

Hatch and Costar have suggested some kinds of personal-social information to consider:[23]

1. Courtesy
2. Etiquette
3. Personal grooming
4. Origin of Life
5. Physical development
6. Personality
7. Social relations

There is, perhaps, no one age level for any or all of this information. It should be adjusted to the pupils' maturity level. Generally, the first three types of information could be desirable at grade I and the latter four at grades II and III, but if needed, at a different level. This should be adjusted as the need becomes evident.

Securing and Maintaining Educational, Occupational and Personal-Social Information

The work of securing and organizing educational, occupational, and personal-social information is a cooperative task of the counseling, instructional, and library staff. Previously, very little in this area has beeen published, but an increasing amount of material is becoming available each year. Informational materials, should be carefully evaluated and placed in areas of greatest convenience. Suggested areas are the library, the counseling suite, and individual classrooms. Books, booklets, pamphlets, and other informational materials should be displayed where plainly visible to be used freely, both as supplementary and textual reading.

Making Information Available to Pupils — Educational, occupational and personal-social information may be presented or made available to elementary school pupils in a number of ways. The school staff should plan jointly as to the use of information in order to effectively meet the needs of pupils. Some suggested methods of presenting this material are:

1. Teaching units in which educational, occupational, and personal-social information is utilized
2. The counseling interview

---

[23] Hatch and Costar, *op. cit.*, pp. 115-116.

3. Group guidance meetings in orientation, mental hygiene, and personal-social development
4. Special programs, special projects, parent-days, assembly programs, etc.
5. Field trips
6. An up-to-date library
7. Bulletin board displays
8. Display rack for supplementary reading in classroom and counseling reception area
9. Audio-visual materials
10. Parties to which pupils from other rooms are invited
11. Handbooks for orientation or for instructional implications
12. Resource people from the community.

School and Community Resources

The effectiveness of the guidance program is largely determined by the kind of relationship that exists between the school and its staff and the community. Its effectiveness is also evaluated on the basis of the availability and extent of utilization of both school and community resources to serve the needs of the elementary school pupils. Since problems of pupils usually originate in either the home, or school, or both, the solution of these problems may require the resources of both. To be functional and effective, the guidance program needs to utilize to the fullest the available school and community resources. These share a common concern for the welfare of all students.

A major responsibility of a functional guidance program is to provide leadership in the process of using school and community resources. Members of the school staff are the most powerful resources in guiding youth. Teachers, guidance personnel, administrators, and others daily influence the lives of their students, but the best and most resourceful person cannot make a significant contribution unless he works in harmony with all concerned.

The school counselor will find it necessary to become familiar with the various resources for providing needed services to pupils. Counselor effectiveness is greatly enhanced when all resources are used and when each person, through team effort, contributes according to his insights and competencies to help boys and girls.

Community Resources

Some communities have more available resources for guidance purposes than others, but it is helpful to make full use of available ones in each community. In a School-Community Study in Buffalo, N. Y., it was found to be advisable, "That schools make intelligent use of community resources by a closer relationship between school & social agencies."[24]

The maximum utilization of community resources involves certain understandings and relationships:

1. Development of an effective means of communication
2. Mutual interest in the welfare of all students
3. Community understanding of the guidance program of the school
4. A well-organized referral system

It has long been recognized that the school as an agency of the community should learn the needs of that community, but not so well recognized are the values that accrue to the school from the use of the resources available.

As has been pointed out previously, many guidance needs can be met by the school, but some can best be met by agencies outside the school. Since the primary goal of the school is to promote learning, community resources cannot replace guidance in the school. They can be used, however, to supplement or complement school guidance efforts.

The school counselor can contribute to fostering good school-community relationships (jointly with the whole school staff): (1) by assisting in collecting and making available to staff information concerning the community and its various social, economic, and other needs, (2) by conducting certain community studies, and (3) by assisting in the development of a good working relationship between the school and community child-service agencies.

In order for all guidance resources within the community to be available when needed, certain steps should be taken:

1. The counselor should become familiar with all agencies, clubs, and organizations that can assist children in various ways.

---

[24] Lester M. Sielaski, "Developing Principles of Public School and Social Agency Cooperation, "*Personnel & Guidance Journal*" XXXV, No. 4 (1956).

2. Persons representing these various agencies should be contacted and their services discussed so that when the need arises, individual pupils may be referred to them. Some communities have the information compiled as to how to contact these agencies. Other school systems have a referral person in administrative capacity who makes these contacts for the counselor and other staff members.

3. The counselor and/or other staff members can work together to aid in developing or strengthening community resources. This may enable the entire community to study the needs of children and to work toward more effective methods of coordinating and utilizing existing agencies or creating new ones for aiding children in their development.

The counselor needs to be familiar with home and community influences that contribute to the development of problems of adjustment of children. Also, a knowledge of the agencies that can be utilized in the solution of such problems is useful.

The home and community in which pupils live exert powerful influences on them. They contribute to the development of goals, ideals, character, attitudes, and way of life through the experiences they provide. In some communities, agencies, individuals, and organizations have helped children to develop and pursue desirable and appropriate educational goals and to gain an introduction to occupations. Many individuals in their community — physicians, nurses, lawyers, farmers, dentists, electricians and others — serve as resource persons for pupils in assisting them in their introduction to and further study of occupations.

Some agencies in the community are equipped to assist children with their adjustment problems — agencies such as child guidance clinics, family welfare and children's agencies, mental health clinics, and health and recreational centers. The counselor is not a diagnostician, but it is a part of his/her job to recognize when the problems of children are of such a nature as to require the assistance of medical or psychiatric specialists. The nature of the specific problem will determine the kind of resource to use. For example, a child identified as having emotional difficulty may be referred to a doctor, a clinical psychologist, or a social worker. A child with a reading deficiency may be referred to a reading teacher or a reading clinic.

To lessen duplication of effort of the services available, some communities have formed councils of community agencies so that each may be informed of the other activities. Active participation by the school counselor is beneficial. Service clubs, such as Lions, Rotary, Kiwanis, Exchange, Optimist, and others, are always available to the school staff for various types of contributions. In some communities, Lions Clubs assist with securing glasses for needy children who have vision problems. These members may also serve as resource persons to help elementary school children begin to learn about community helpers. Many times community groups such as the chamber of commerce will assist in planning field trips to local points of interest for elementary level pupils.

Older boys and girls have available such organizations as Brownie & Girl Scouts, Cub & Boy Scouts, YMCA and YWCA and such other clubs of this nature to assist them in their developmental process. Leaders may be more able, in the relaxed atmosphere of these groups, to become familiar with children's background and character than are school staff members.

Other community officials can be of much assistance to the counselor in helping to better understand children and their problems. The probation officer, the judge of juvenile court, and children's workers of the Department of Public Welfare often are able to provide valuable information on some children. This information should be confidential and kept up-to-date. Pastors and leaders of churches in many communities are significant persons for some needs. Many professional persons, such as physicians, lawyers, nurses, and engineers are a valuable resource. Some communities have Big Brothers Organizations and AA who can assist parents and children with certain specific needs. Wherever they are available, local radio and television stations and newspapers are very helpful in publicizing any guidance activities or projects. News media in a community can be influential in gaining acceptance for guidance projects.

In the utilization of community resources for guidance purposes, it is important that the information be secured, and possible uses, and procedures determined. Information as to all possible resources can be filed and kept up-to-date. This file should contain the names of agencies, the nature of services they can provide, and how they can be reached. Such information can be compiled from several different sources, public library card catalog, Chamber of Commerce information, directories of social agencies, and the local telephone directory. This information should be readily available to the counseling staff.

School Resources

The extent of resources within the school will depend upon the number of specialists and others who are employed by the school. Some schools may have school nurses, reading consultants, supervisors of curriculum, school social workers, psychologists, and others, while others may have none of these. When available, such persons are valuable aids to the counselor in seeking solutions for many kinds of problems. If no resource persons are assigned to the individual school they may be available for the entire system and each school may utilize their services.

Some common kinds of available resources are listed to assist counselors in the development of their own file on community and school resources.

School —

- Teachers
- Other Counselors
- Administrators
- School Nurses
- Reading Consultants
- Supervisors of Curriculum
- School Social Workers
- Psychologists

Religious Groups —

- Catholic Welfare Bureau
- Jewish Family Service
- Young Men's Christian Association
- Young Women's Christian Association
- Salvation Army
- Young Men's Hebrew Association
- Young Women's Hebrew Association
- National Jewish Welfare Board
- Board of Hospitals and Homes of the Methodist Church
- National Council, Protestant Episcopal Church, Department of Christian Social Relations

Children and Youth Agencies —

- Family and Children's Bureau
- Boy Scouts of America
- Girl Scouts of America
- Camp Fire Girls of America
- Boys Clubs of America
- Child Guidance Centers

- Juvenile Diagnostic Centers
- 4-H Club
- Tri-Hi-Y

Service Clubs and Fraternal Organizations —

- Optimists International
- Benevolent and Protective Order of Elks
- International Association of Lions Clubs
- Kiwanis International
- Rotary International
- The Shriners of North America
- Fraternal Order of Eagles
- Independent Order of Odd Fellows
- Loyal Order of Moose
- Amvets
- Daughters of the American Revolution
- United Daughters of the Confederacy
- Woman's Club
- Association of the Junior Leagues of America, Inc.
- Business and Professional Women
- Community Chest
- American Legion
- Veterans of Foreign Wars

Governmental Agencies —

- State Departments of Health
  - Division of Child Hygiene
  - Divisions of Dental Hygiene
  - Divisions of Communicable Diseases
  - Divisions of Public Education
- State Departments of Public Welfare
  - Divisions of Social Administration
    - Services for the crippled children
    - Services for the blind
    - Child welfare services
    - Public assistance services
  - Divisions of Juvenile Research
  - Division of Mental Hygiene
    - Community child guidance services
    - Community welfare classes for retarded children
    - Bureaus of education and prevention
    - Special state schools
- State Departments of Education, Division of Special Education
- State Departments of Education, Division of Guidance Services
- State Schools for the Deaf
- State Schools for the Blind
- County Child Welfare Boards for Neglected Mentally Retarded Children

United States Department of Health, Education, and Welfare
    Children's Bureau
    Bureau of Public Assistance
    Office of Education
    Public Health Service
United States Department of Agriculture
    Bureau of Human Nutrition and Home Economics
    Extension Service

Comprehensive Care and Mental Health Centers —

Central Kentucky
Comprehensive Care Centers—Frankfort, Lexington, Danville

Eastern Kentucky
Comprehensive Care Centers—Ashland, Prestonsburg
Mental Health Center—Pineville

Louisville Area
Mental Health Center—Norton Memorial Infirmary, Louisville
Louisville Child Guidance Clinics

Northern Kentucky
Comprehensive Care Center—Covington

Southern Kentucky
Comprehensive Care Centers—Somerset, Glasgow, Bowling Green

Western Kentucky
Mental Health Center—Paducah, Henderson, Owensboro

Title III Diagnostic Center — Louisville

Contacts with community agencies are often made for special help through referrals. A good referral involves much more than providing a name and address or telephone number of an agency that can assist them. Sometimes it requires a conference, perhaps with both the parents and the child to help them understand how the child needs help and to what extent the agency or persons can be of assistance. Contact should be maintained in order to get the best assistance possible and to reduce the disrupting influences of the contacts with the service and the child's school responsibilities.

Some school systems have a person or persons through whom referrals may be made. When this service is available the counselor will need to become familiar with the procedure to be used in making referrals. According to Hatch & Costar,[25] "Referrals should be made

---

[25] Hatch and Costar, *op. cit.*, pp. 174-175.

[redacted]

whenever the need arises, and it is the principal's responsibility to create the kind of atmosphere which will reduce any resistance or hesitancy that staff members have toward making them." The following are some suggestions which should help improve the referral process involving agencies outside the school:

1. Make sure that there are no resource people in the school who can provide the assistance the pupil needs.
2. Do not refer a pupil to some agency outside the school until his parents have been fully informed and are willing to cooperate.
3. Try to reduce any anxiety which the pupil or his parents may have about being referred that would keep them from maintaining their contact with the agency or specialist long enough to resolve the problem.
4. Discuss the case with the referral agency before suggesting a referral to the parents. It may be that the agency is already working with the family in some other capacity.
5. Make sure the parents understand the reason for making the referral and just what services are available before they contact the agency or specialist.
6. The chances of success are greater if parents are encouraged to make their own appointments with community agencies.
7. It is advisable to secure the written consent of the parents before releasing information about the pupil to a community agency.
8. Pupils are more likely to follow through if the referral is specific regarding names, dates, times, and locations.
9. After the initial contact, arrange to have a written or oral report from the agency on their plans for handling the case.
10. Leave the pupil feeling free to return to you if his contact with the referral agency is not a satisfying one for him.

THE FOCUS OF FOLLOWING SECTIONS

The focus of the following sections is on how the counselor may work with teachers in helping attain the goals of guidance in the elementary school. The teacher is recognized as the key person in helping children meet their guidance needs. Such needs include the educational, career and personal-social development of elementary school pupils. The following sections are devoted to a discussion of methods and techniques for meeting these important needs.

SECTION 4

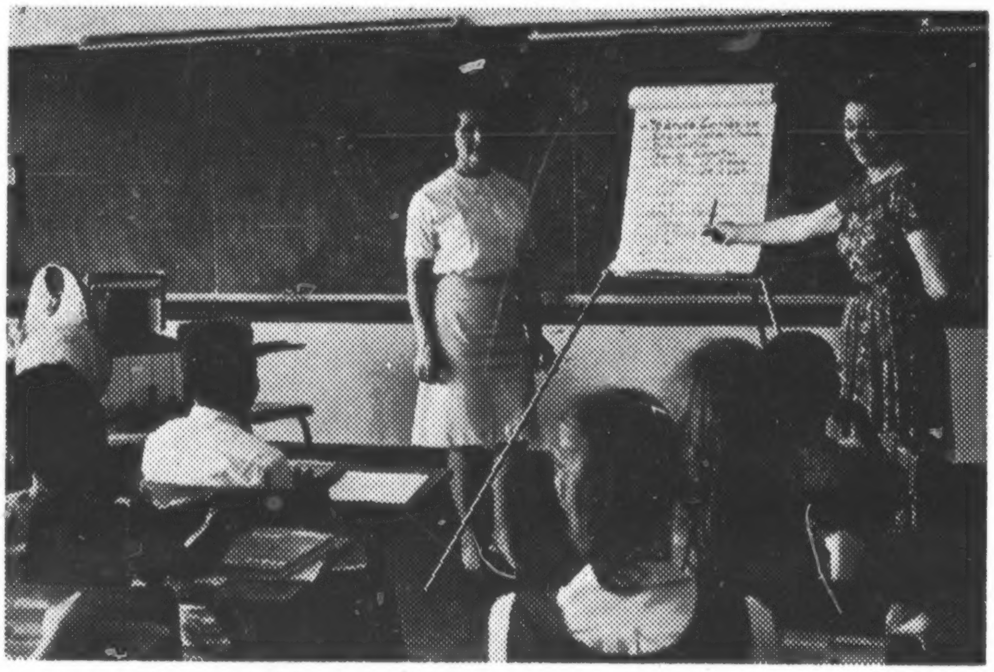
EDUCATIONAL DEVELOPMENT OF THE ELEMENTARY SCHOOL PUPIL

The educational experiences of children at any age need to be of a continuous and well-integrated nature and of broad concept. Individuals responsible for the educational program must have an understanding of and a commitment to the objectives of a sound education. Those who work with children at the various age levels must plan to work together so that each contributes to the integrated whole.

The elementary school counselor can contribute to the educational development of pupils in various ways. As he works with children it is essential that he be continuously aware of their levels of maturity. It is important that the counselor be aware of pupils' attitudes toward learning in order to better assist them in achieving their potential. Pupils need to be aware of and understand their own capabilities as they progress in school. Through individual counseling, group work, and other contacts, the counselor can assist pupils in developing better attitudes toward school work. He can spot the underachievers and work intensively with them to determine possible reasons for low achievement. They can be helped to understand what is expected of them in school, their own potential, and what they can do to reconcile the two. School to them can become a positive experience rather than a frustrating one.

Elementary pupils need assistance in understanding how to plan their reading and study time. Ordinarily pupils are able to develop in this respect in the usual classroom procedures. For the ones who are unable to do so the counselor may be able to assist them in these areas.

Much of the counselor's time can be devoted to working with teachers and others who have the responsibility of furthering the educational process. The counselor can assist teachers as they strive to meet the needs of pupils in many ways. In a stimulating learning environment, pupils enjoy school. An attempt should be made to make learning fun. The various techniques which classroom teachers



Orientation of Sixth Grade Pupils to Seventh Grade Curriculum

use can be enhanced by the contributions of counselors in the areas of encouragement and motivation.

Pupils who have special needs, such as inability to learn to read, should have individual attention and possible referral. The counselor is able to assist the teacher in handling these special needs.

The classroom teacher has many opportunities for guiding pupils. This section is devoted to ways the teacher herself can contribute to the guidance program. Peters, Shertzer, and Van Hoose[1] suggest four kinds of contributions that the teacher can make to the guidance program:

These are:

1. Creating a desirable classroom environment.
2. Providing useful information.
3. Helping pupils improve study habits.
4. Adapting instruciton to individual needs.

Individual teachers will have various ways of accomplishing these goals. Other functions will be brought into play in their accomplishment: identifying individual differences, becoming aware of common characteristics of groups of pupils, and discovering and utilizing school and community resources as a means of helping pupils achieve their maximum. In the regular teacher-preparation curriculum many of these functions are covered.

---

[1] Herman J. Peters, Bruce Shertzer and William Van Hoose, *Guidance in Elementary Schools* (Chicago: Rand McNally Co., 1965), p. 6

Expectations for study skills at various grade levels have been formulated on Educational Development of the Elementary School Pupil.

First Grade Study and Work Habits to be Acquired

One of the most important tasks of a first grade teacher is to lead the child to establish good study and work habits. It is felt that listening is the most important at this grade level. This should be developed before one can expect first grade children to establish the other study and work habits. After the listening habit is acquired, seek to establish the following:

1. A sense of responsibility for completing work
2. Ability to work without disturbing others
3. A desire to work well independently and with a group
4. A desire for neatness and orderliness in work and classroom procedures
5. A willingness to contribute to group planning
6. Ability to follow directions
7. Ability to evaluate one's own work and progress
8. Wise use of materials
9. Ability to appreciate the accomplishments of others

Second Grade Study and Work Habits to be Acquired

Work and study habit expectancies for second grade pupils could include:

1. Listening attentatively and expectantly
2. Desire for successful completion work and a pride in that work
3. Ability to work and to think independently
4. Following directions carefully, particularly written directions
5. Ability to manage and distribute work and study time
6. Applying himself to the job and learning to develop his own resources
7. Ability to discriminate between worthwhile and unacceptable sharing and to select questions and contributions to the classroom carefully

8. Wise use of materials and a desire for neatness and cleanliness in the use of materials
9. Neatness and ability to adjust work to the page
10. Willingness to ask for help when help is needed
11. Improvement in oral discussion

Third Grade Study and Work Habits

In third grade, study and work habits gained in the two preceding primary grades are broadened to enable the children to meet the larger demands that will be made of them as they go into the intermediate grades. Emphasis is on the value of cooperative group participation and the feeling of security and independence of each pupil.

Each third grader should improve in these abilities.

1. To listen well and follow oral directions
2. To read independently and follow directions
3. Observe closely to find answers to specific questions
4. To work in a quiet and orderly way
5. To use research materials as a source of information
6. To cooperate and work well as a member of a group
7. To plan work to be done and to continue the work until it is correctly completed
8. To use materials wisely and economically and to use proper methods of caring for supplies and equipment
9. To work alone on projects without disturbing other people
10. To enter the classroom discussion in an intelligent and polite way
11. To recognize his own weaknesses and to work to correct them
12. To be actively curious concerning living things and objects in his environment
13. To accept the responsibility of helping to make his class a worthwhile place in which to work and play

Fourth Grade Study Habits to be Acquired

It is understood that all children entering the fourth grade should have worked toward good study habits throughout the previous grades. It is the aim to continue to emphasize good study habits and to discourage any poor study habits pupils have acquired.

We consider the following habits the most important ones:

1. Listening attentively

2. Working quietly without disturbing others
3. Using resources materials before asking for information
4. Making valuable use of time
5. Interpreting and following written or oral directions
6. Using materials conservatively
7. Understanding individual responsibility in relation to others
8. Willingness to engage in cooperative planning
9. Drawing logical conclusions from known facts
10. Evaluating one's work and progress based on standard criteria, and within the range of his own ability

Fifth Grade Study Habits to be Acquired

Successful study is largely the result of the pupils' attitude toward a given subject. Hence, it is the responsibility of the teacher to motivate this interest by making each phase of the school program a new adventure in living.

The teacher must be able to guide the pupils in developing attitudes, obtaining information, learning skills, and forming habits. This is done by building systematic work habits involving the ability to observe, read, and remember.

Some suggested steps to be followed for a successful study program are as follows:

1. Have a definite time and place to study.
2. Have clearly in mind the goal to be reached.
3. Learn to skim, to get the central idea of a paragraph.
4. Learn to outline.
5. Learn to summarize.
6. Write down important and difficult to remember facts.
7. Learn to carry over material learned in one course and relate it to another.
8. "Over-learn" some subjects. (basic skills)
9. Learn to reason.
10. Learn to make use of reference books, maps, and the dictionary.
11. Learn to prepare lessons regularly, instead of waiting for a test.

The teacher who can teach self-discipline will have taught the most effective way to study, regardless of age.

Sixth Grade Study Habits and Skills

It is hoped that sixth graders will acquire the following study habits and skill.

1. Listen:
    a. to follow directions
    b. to report
    c. to anyone talking to the class
    d. to class discussions
    e. to conversation
    f. to acquire ideas and facts
    g. for enjoyment
2. Plan your work:
    a. by a time schedule or chart
    b. to study when you are fresh and not overly tired
    c. to start studying as soon as you sit down
    d. to avoid daydreaming
    e. to avoid drifting
3. Keep healthy:
    a. by regular habits of sleep, eating, and exercising
    b. by observing habits of personal cleanliness
    c. by avoiding fatigue
4. Keep mentally healthy:
    a. by meeting problems calmly and squarely
    b. by facing facts
    c. by doing rather than dreaming about doing
    d. by avoiding worry and talking
5. Have a definite place to study that is:
    a. well-ventilated
    b. comfortable
    c. well-lit
    d. handy to a good dictionary and other reference materials
6. Read with a purpose:

For this study................	Use this Method of Reading
1. To gain a general impression or main idea	1. Read the entire article through quickly. Skim to locate introductory sentenece.
2. To discover the order of events or sequence	2. Look for words like first, next then, often, etc.
3. To recall details or facts	3. Read carefully, make notes of key words or phrases, then re-read carefully.

4. To find details to prove opinions or answer questions	4. Skim the text for key words of phrases to help you remember.
5. To select or evaluate information	

7. Give your best to the test:
    1. Start your study period with a review
    2. Be rested
    3. Divide time on questions
    4. Follow directions
    5. Write legibly
    6 Rely on your own ability and knowledge

8. Learn to make good reports:
    1. Choose an interesting subject that is limited.
    2. Choose the questions that should be answered in report.
    3. Choose the right sources for the information that is needed, and record the source of information.
        - Encyclopedia
        - Resource Books
        - Text Books
        - Maps, globes
        - World Almanac
        - Dictionary
        - Newspaper
        - Magazines
        - Charts
    4. Read the entire article to select only the most important points.
    5. Reread the entire article to get a general idea of what it contains.
    6. Write, in your own words, key phrases or sentences of the most important ideas you wish to remember; use as few words as possible.
    7. Do not copy the exact words of an article.
    8. For an informal report, arrange your notes in a sequence that will help you to recall the interesting points; underscore the details you wish to emphasize.
    9. For a more permanent record, arrange the notes in outline form.
    10. Review your notes before you see them in giving your report.
    11. Plan to use pictures or other illustrative material to make your report more clear and interesting.

For Good Reports:

1. Follow the same procedure indicated in 1-7 for oral reports.
2. Arrange your material into paragraphs.
3. Write a topic sentence for each paragraph.
4. Make sure that the sentences in each paragraph are in the right order.
5. Use illustrations and describe them accurately.
6. Give credit to sources of material.

SECTION 5

CAREER DEVELOPMENT OF THE ELEMENTARY SCHOOL PUPIL

In our complex democratic society it is imperative that children in the early elementary school years develop both a knowledge of and a positive attitude toward the world of work. The ability to make wise occupational choices requires carefully selected information at all educational levels. In the child's search for "self" and in his search for self-actualization, career development can be a contributing part of the elementary school curriculum, supporting the goals and ideals of democratic American education.

Willa Norris writes, "No one knows exactly how a satisfactory vocational choice is made. However, most theories of vocational choice emphasize that it is a process—not a single decision—and that it begins early in life."[1] Many students in the elementary grades have already developed a positive, wholesome attitude toward work, but there are some students whose attitudes are more antagonistic than wholesome.

At the elementary level guidance is not concerned with career choice-making. The concern here is with the problem of presenting to the elementary school pupil a broad background of experiences which will, hopefully, serve as a base from which wise career choices may be made during the later high school and college years. The teacher and counselor in the elementary school are more concerned with assisting in the overall development of the child than with the problems which are specifically vocational. The development of general attitudes and self concepts and the ascertaining of the needs of the individual are the concern of teachers and counselors in the elementary schools. Vocational development is a long continuing process and begins in early childhood. The development of attitudes and values and the achievement of self concepts and a notion of an ideal self emerge as the child gains concepts about jobs and about people in jobs. Understanding his environment and his needs, both immediate and long range, helps the development of his goals and his plans.

---

[1] Willa Norris, *Occupational Information in the Elementary School* (Chicago, Ill.: Science Research Associates, Inc., 1963), p. 7.

In vocational development, which is a life-long process, the child goes through the identification stage before reaching an age at which he begins to select an occupation and to prepare for it—when he begins to acquire identity as a worker within the occupational structure. In the earlier stage, usually from 5 to 10 years of age, a boy may identify work with his father's work, limiting his concept of work to his concept that man works to support his family. From 10 to 15 years, he learns work habits and basic habits of organizing time and energy. If this is not accomplished at this stage, he may have difficulty accepting responsibilities of work in later stages.

Girls are often less realistic about work than boys. Although most women today work outside the home at least part of their lives, girls often can not imagine themselves as anything other than housewives and mothers. Both boys and girls need help in developing a realistic concept of the world of work.

As the child matures, his aptitudes, abilities, and interests must be discovered and developed. He must recognize and accept his abilities and limitations. In developing his academic and vocational knowledge and skills, he must gain an understanding and appreciation of education and work. He must be able to achieve success in his basic study skills in keeping with his abilities.

Kohliner gives four reasons for vocational guidance in the elementary school:

1. It lays the foundation for future vocational choice and counseling.
2. It instills in children good social attitudes toward all kinds and levels of occupations—attitudes based on valid, usable information rather than on incomplete information, misinformation, or no information at all.
3. It acquaints the child with the working world around him.
4. It gives the child an appreciation of the working world around him.[2]

In life-planning, the understanding of occupations, the ability to make wise choices, and the nurturing of wholesome attitudes can lead to the development of a happy, productive life for the individual.

The elementary school counselor claims professional identity in the fields of counseling, education, and the behaviorial sciences. In the career development of the pupil—as in the other areas of development—the responsibilities of the counselor include counseling, consultation, and coordination with individual pupils and groups of pupils, teachers, and parents—using the resources of the school and the community.

---

[2] Harold Kobliner, "Literature Dealing with Vocational Guidance in the Elementary School", *Personnel and Guidance Journal,* Vol. XXXIII (Jan., 1955), p. 276.

It is generally accepted that vocational development is a process made over a period of years, including the elementary school years.[3] This development is influenced by the nature and scope of activities, in terms of career-pointing, that are provided for pupils. These childhood experiences can be very meaningful for aiding in desirable growth patterns of attitudes, interests, and abilities that can lead eventually to a vocational choice. The elementary school counselor can assist the pupil in being alert to these developing attitudes and fostering further growth and development.

The counselor's responsibility extends into the area of assisting the pupil in appreciating and becoming oriented to the world of work. He can assist the pupil through counseling to begin to understand himself, his abilities, interests, and goals. This experience may serve as a foundation to deeper insights. Behavior and interest patterns that are now "budding" will have career choice implications later.[4] Through counseling, group work, and curricular suggestions, the counselor can be sensitive to children's developing interests and abilities. He can assist in the development of desirable patterns of career development.[5]

The primary avenue of approach to elementary guidance is through the classroom teacher. In order for guidance to be effective, teamwork and cooperation are demanded from all school personnel—superintendent, principal, supervisor, teacher, counselor, librarian, nurse, psychiatrist, psychologists, etc. But a key person in the elementary guidance program is the elementary classroom teacher. One responsibility of the counselor is to provide the teacher with the motivation and assistance needed in the development of a child's knowledge of the world of work and awareness of the need for and the dignity of all useful work.

As pointed up by Peters, Shertzer and Van Hoose,[6] the elementary school child needs to:

1. Begin to recognize the wide horizon of the world of work

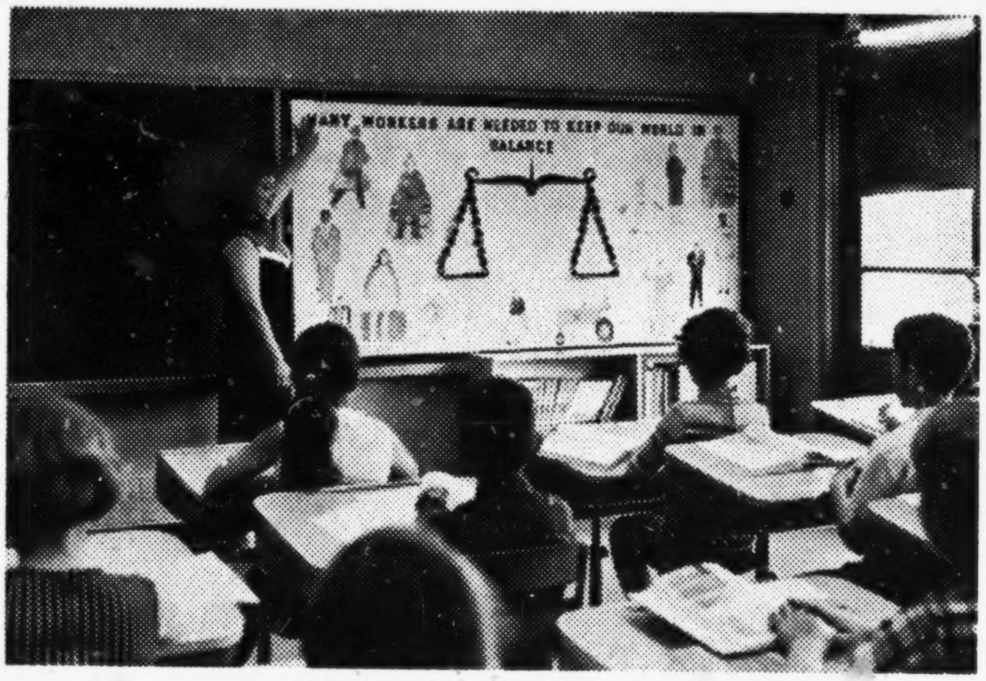
---

[3] Henry Borow, *Man in a World at Work* (Boston: Houghton Mifflin. 1964), pp. 477-478.

[4] Adapted from Peters, Shertzer, and Van Hoose, *op. cit.*, pp. 63-65.

[5] Borrow, *op. cit.*, p. 63

[6] Peters, Shertzer, and Van Hoose, *op. cit.*, p. 268.


MANY WORKERS ARE NEEDED TO KEEP OUR WORLD IN BALANCE

Teaching A Unit on the World of Work

2. Appreciate and understand the dignity of work
3. Become acquainted with community jobs
4. Develop favorable attitudes toward the work of their parents and other adults
5. Use career information materials at their level of understanding
6. Relate their interests and knowledge of self to the work world

The development of units within the curriculum can be used to teach the child about the world of work from kindergarten through junior high school. School subjects throughout the curriculum can be related to vocations.

The counselor is a consultant to the classroom teacher in planning units on work. Stories, poems, songs, pictures, charts, maps, scrapbooks, films, slides, and other audio-visual aids are a few of the sources of materials for use in the "world of work" units. Exhibits, field trips (to airport, dairy, etc.), informal discussions, assembly programs, hobby shows, outside speakers, group art projects, clubs, and puppet shows are some activities that may be related to occupations.

The selection of a unit may be made from suggestions or ideas of the pupils. The purposes of such a unit must be determined. All possible resources must be examined and selected. Motivating devices must be conceived. Activities and the actual execution of the unit are determined and carried out. The evaluation of the unit must be conducted to know whether this unit has fulfilled its specific purposes as determined in the beginning.

The counselor motivates and assists the teacher in working out and carrying out the unit. The counselor is responsible for seeing that plenty of material is available and that it contains complete, accurate, and pertinent information. The pupils assist in the planning and execution of the unit program.

It seems fairly easy to provide career information to elementary school children through their usual curriculum. Willa Norris[7] confirms this and suggests, ''Probably the part of the curriculum best suited to a program of occupational information is social studies . . . subject areas . . . somewhat parallel those involved in a study of the world of work.'' The most feasible method of presenting this information is the unit method.

In the social studies curriculum throughout the nation, certain units of study are used in the early elementary and later years. Virginia Fox,[8] Fayette County Schools, Lexington, Kentucky, discusses this in her paper on ''Teaching of Occupations in the Elementary School.'' Units offered are:

Grade 1. Living in the Home and School
Grade 2. Living in the Neighborhood and Community
Grade 3. Living in the Community or Expanding Community Life
Grade 4. Life in other Communities and/or life in our State
Grade 5. Living in the U. S. or Living in the Americas
Grade 6. Our American Neighbors or Life on other Continents

These units lend themselves very well to the inclusion of career-development material and activities.[9]

The occupational information program carried out as part of social studies might be organized as follows:

Grade 1. The child learns about work in his immediate environment—his home, school, church and neighborhood.

---

[7] Willa Norris, *op. cit.*, p. 40.

[8] Adapted from Norris, by Virginia Fox, Librarian at Garden Springs Elementary School, Fayette County, "Teaching Occupations in the Elementary Schools". (1966).

[9] Willa Norris, *op. cit.*, pp. 55-56.

Grade 2. The child learns about community helpers who protect and serve him as well as about familiar stores and businesses in the community.

Grade 3. The child studies the expanding community and major industries.

Grade 4. The child learns about the world of work at the state level, including the main industries of the state.

Grade 5. The child's studies broaden to cover the industrial life of the nation. Major industries of the various sections of the United States are selected for study.

Grade 6. The child's program is expanded to include the entire Western Hemisphere. Life in Canada and South and Central America is contrasted with life in the United States.

There are many opportunities to relate occupational information to other curricular offerings, such as: arithmetic, language, arts, industrial arts, arts and crafts, art, and music. Norris[10] has some good suggestions for ways this may be done—and so will any creative teacher or counselor.

Mrs. Patricia Barnes,[11] Fayette County Schools, Lexington, Kentucky, has developed units that may be used in the elementary grades to assist in the career development of pupils. One of these units developed for 2nd grade level is given as an example of how career information may be presented to elementary school pupils in social studies classes.

COMMUNITY WORKERS

I. How do different workers in our community help us satisfy our needs?

II. IMPORTANCE OF UNIT

It is important to understand that in a society people join together to provide services which one person cannot provide for himself.

This unit is studied in order that children may better understand community services and workers in the community that offer these services.

---

[10] Willa Norris, *op. cit.*, pp. 70-106.

[11] Patricia Barnes, Social Studies Unit, "Community Workers", Fayette County Schools, Garden Springs (1966).

III. OBJECTIVES

A. Direct Knowledge (Understandings)
  1. An understanding of the services offered by different workers of the community
  2. An understanding of the importance and inter-relationship and of various community workers
  3. An understanding of the necessity of work
  4. An understanding of the skills and responsibilities involved in various community services
  5. An understanding of how we progress through effective and extensive community workers and services
  6. An understanding of where people perform their services

B. Indirect Knowledge (Attitudes and Appreciations)
  1. Respect and appreciation for good work and services rendered in all occupations
  2. An appreciation for training and skills necessary to perform these services
  3. Development of a proper attitude toward work
  4. An appreciation of the cooperation among workers

C. Skills
  1. To develop the ability to work effectively in groups
  2. To develop the ability to locate and interpret and apply and use resource material
  3. To develop the ability of self-expression in reading and writing
  4. To develop reading skills
  5. To develop ability to write a story based on research
  6. To develop skills of creative expression
  7. To develop skill in critical thinking
  8. To develop skill of listening
  9. To develop skill of observation

IV. CONTENT OF UNIT

A. Why does a person choose to become a ''community helper''?
  1. He needs money.
  2. He has learned the skill needed to do the job.
  3. He likes the type of work.
  4. He likes the place where the work is done.
  5. He feels the work is important to himself and to others.

B. Some services offered by different workers of the community and how they help us
  1. Trash collecting—sanitation

   2. Health Department (doctors and nurses)—healthy living
   3. Policeman—protection
   4. Postman—communication
   5. Fireman—protection
   6. Service Station attendant—transportation
   7. Others

C. Things these workers must know to do their jobs
   1. General and special knowledge
   2. Skills
   3. Training
      a. Education
      b. Apprentice training

D. Tools used by workers in their jobs
   1. What tools they use in their work
   2. Why they use these tools
   3. How they use these tools
   4. When and how they use certain pieces of equipment

E. Where workers do their work
   1. The type of work done necessitates where it is done
      a. Postman—policeman
      b. Some workers are stationed in one position—banker

F. Inter-dependence of workers
   1. The inability of one worker to perform without the help of other workers
   2. How one worker contributes to the other worker (How does postman help other workers? How does fireman help other workers? etc.)

V. SOURCES OF INFORMATION

A. Bibliography for Teachers

Books

1. Bendick, Jeanne, *First Book of Supermarkets.* Watts, 1954.
2. Bendick, Jeanne, *How Much and How Many.* Whittlesey, 1947.
3. Bethers, Ray, *Perhaps I'll Be a Farmer.* Dutton, 1950.
4. Elkin, Benjamin, *True Book of Money.* Childrens Press, 1961.
5. Elting, Benjamin, *We Are The Government.* Doubleday, 1945.
6. Stever, Dorothy, *The Wholesale Produce Market.* Melmont, 1955.

Pamphlets

1. *Community Life*. Instructor Series of Illustrated Units, No. 46. F. A. Owen Publishing Company, Dansville, New York.

B. Bibliography for Students

Books

1. Barr, Jene, *Baker Bill*, Whitman, 1953.
2. Barr, Jene, *Firemean Fred*. Whitman, 1953.
3. Barr, Jene, *The Mailman*. Whitman, 1954.
4. Barr, Jene, *Mike the Milkman*. Whitman, 1953.
5. Barr, Jene, *Policeman Paul*. Whitman, 1950.
6. Beim, Jerrold, *Country Fireman*. Morrow, 1948.
7. Beim, Jerrold, *Country Garage*. Morrow, 1950.
8. Brewster, Benjamin, *First Book of Fireman*. Watts, 1951.
9. Bucheimer, Naomi, *Let's Go To A Firehouse*. Putnam, 1956.
10. Colonius, Lillian, *At The Library*. Melmont, 1954.
11. Colonius, Lillian, *At The Airport*. Melmont, 1954.
12. Greene, Carla, *I Want to be "Series"* (as doctor, mechanic, etc.) Children's Press, 1957-60.
13. Hastings, Evelyn Belmont, *About Postmen*. Melmont, 1957.
14. Heffefinger, Jane, *About Firemen*. Melmont, 1957.
15. Hoffman, Elaine, *More Friendly Helpers*. Melmont, 1954.
16. Hoffman, Elaine, *Our Friendly Helpers*. Melmont, 1954.
17. Hoffman, Elaine, *School Helpers*. Melmont, 1955.
18. Jubelier, Ruth, *Jill's Check Up*. Melmont, 1960.
19. Judson, Clara Ingram, *People Who Work in the Country and in the City*. Rand, 1943.
20. Judson, Clara Ingram, *People Who Work Near Our House*. Rand, 1942.
21. McIntire, Alta, *Workers at Home and Away*. Follett, 1946.
22. Miner, Irene S., *True Book of Our Post Office and Its Helpers*. Children's Press, 1955.
23. Rees, Elinor, *At the Bank*. Melmont, 1959.
24. Zaffo, George J., *Big Book of Real Fire Engines*. Garden City, 1958.

C. Sensory Aids

Films, 16 mm

1. *City Fire Fighters*. 1 reel 11 min. peca UK $1.50
2. *Crimes of Carelessness*. 1 reel 75c UK

3. *Fight that Fire.* 1 reel 75c UK
4. *The Fireman*—care of equipment, etc. 1 reel $1.50 UK
5. *The Fireman*—follows the fireman through a day. 1¼ reel $3.00 UK
6. *Fire Engines.* 1 reel color $3.00 UK
7. Helpers in Our Community. 1 reel $1.50 UK
8. *Helpers Who Come to Our House.* 1 reel 11 min. $1.50 UK
9. *Our Community.* 1 reel $1.50 UK
10. *The Policeman.* (rev. copy) 1 reel $1.50 UK
11. *Stores in Our Community.* 1 reel $1.50 UK
12. *TV in Your Community*—inside a TV station, equipment, etc. 1 reel 11 min. $1.50 UK
13. *Where Do Our Letters Go?*—the postal system. 1 reel 11 min. $1.50 UK

Film Strips

1. *Fire, Friend or Foe.* Hartford Fire Insurance Company, Hartford, Connecticut.
2. *The Fire House.* Curriculum Materials Corp., Raleigh, N. C. $4.50.
3. *Firemen at Work.* Curriculum Materials Corp., Raleigh, N. C. $4.50
4. *Our Fire Department.* Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.
5. *Neighborhood Workers.* Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.
6. *Our Post Office.* Society for Visual Ed. Inc., 1345 Diversey, Chicago 14, Illinois, $4.75.
7. *Our Post Office.* Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois $6.00.
8. *Our Police Department.* Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois, $6.00.
9. *Our Community Workers:* Policeman; Firemen; Mailman; Doctor. Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois. $3.00 each or 4 for $12.00.
10. *Planning the Home*—realtor, contractor, etc. SVE, each $5.00 or 4 for $16.50.
    Building the Foundation—excavation, I-beam, etc.
    Building the Shell—Carpenters, bricklayers, etc.
    Finishing the Home—plastering, cabinets, etc.
    *Society for Visual Ed., Inc., 1345 Diversey, Chicago 14, Illinois, $4.75.

11. *Policemen and Firemen.* SVE, 1345 Diversey, Chicago 14, Illinois, $4.75.
12. *Policemen at Work.* Curriculum Filmstrips, Curriculum Materials, Corp., Raleigh, North Carolina, $4.50.
13. *Post Office Workers.* Curriculum Filmstrips, Curriculum Materials Corp., Raleigh, North Carolina, $4.50.
14. *School Helpers.* Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois, $6.00.

D. Community Resources
   1. Have children talk with workers when they have the opportunity.
   2. Invite community workers to visit schools.
   3. Take trips to places of community services. (police station, fire station, sewage treatment plant, etc.)
   4. Use television, radio programs, magazines, newspapers that relate to community services.

VI. ACTIVITIES

A. Initiatory or Exploratory Activities
   1. Bulletin board display
   2. Pictures, books, charts on display
   3. Filmstrips
   4. Films
   5. Pupil-Teacher discussion
   6. Poems, stories
   7. Picture interpretation
   8. Questions

B. Assimilating or Developmental Activities
   1. Writing creative poems and stories
   2. Illustrating stories and poems
   3. Construction—samples of workers, tools they use, etc.
   4. Making booklets
   5. Dramatization
   6. Playing a game
   7. Working puzzles
   8. Writing letters
   9. Planning a trip
   10. Committee reports or individual reports
   11. Group work on projects
   12. Trips
   13. Original plays
   14. Songs

C. Concluding or Culminating Activities
   1. Murals
   2. Exhibits
   3. Charts, booklets
   4. Plays
   5. Sentence completion exercises
   6. Construction miniatures
   7. Reports
   8. Presentation before parents or another class
   9. Tests
   10. Community gathering where parents are invited to hear children read or "tell" their reports

D. Continuing Activities
   1. Bulletin board space deviated to occupations
   2. Clippings from newspapers and magazines, etc.

VII. EVALUATION
   1. Test (Matching, Completion, Yes No)
   2. Oral discussion
   3. Story-writing about some phase of the content
   4. Drawing pictures of favorite workers or tools
   5. Question-answer quiz game
   6. Search questions and answers (Teacher gives questions—if youngster doesn't know the answer, has privilege of looking it up.)
   7. Dramatization of a worker
   8. Writing what it takes to become one of these workers.

SECTION 6

SOCIAL-PERSONAL DEVELOPMENT OF THE ELEMENTARY SCHOOL PUPIL

Personnel who work closely with children need to be able to understand children's behavior. Their behaviorial patterns, to help them in their adjustment and to avoid or overcome frustration, may take several forms. Most patterns can be categorized as either constructive or destructive. The child who uses constructive approaches will be able to function in school and life situations to satisfy his social and personal needs. Those whose patterns of behavior are destructive may need help in recognizing desirable growth characteristics and working toward them. It is desirable to recognize early the intellectual, emotional, and social strengths and weaknesses of children; to identify pupils having difficulty with learning; and to use whatever resources necessary to meet their social-personal needs.

Counselors and teachers especially need to understand behavior of children if they are to be effective in their work with them. The school counselor functions both as a consultant to the teacher and as a referral person for children who do not respond to the usual patterns of development.

Through the counseling process, in group sessions, and through other contacts, the counselor attempts to assist the pupil in several areas. These are identified by Shertzer, Peters and Van Hoose[1] as follows:

1. Develop the foundations for a self-reliant, maturing self-concept of his personality consistent with the developmental tasks of his age and his familial value system.
2. Develop respect for himself as a member of society.
3. Develop competencies in inter-personal relationships.
    a. Understanding of others
    b. Learning to cooperate with others and still maintain his own individuality.

Development of pupils in the areas of teacher-pupil relationships, peer relationships, pupil-family conflicts and self-concepts is of concern to the counselor. He needs to work with pupils to assist them in finding a desirable direction in these areas. Dr. Donald Dinkmeyer[2] points up the importance of the counselor's understanding of children's rate of development. As he states, "The counselor should have available developmental data which tells him about individual rates of development and enables him to infer something about the child's feelings about himself in the peer group."

---

[1] Shertzer, Peters, and Van Hoose, *op. cit.*, pp. 66-83.

The counselor should understand the basic needs of children. They need to "mature in self-acceptance, in self-understandings, and comprehension of strengths and weaknesses."[3] They need to develop a more realistic self-evaluation. In the counseling process assistance can be given to meeting these needs. Children also need to mature in their sense of belonging and in the establishment of a sense of belonging. They need to develop in their independence and in the manner in which they accept responsibility. How they are able to plan, to make realistic self-appraisals of interests, aptitudes, and attitudes are indications of their levels of maturity. Pupils can be helped to develop in a desirable manner in these areas when the counselor provides the proper environment.

Many problems which children have originated in the home. These may affect their learning. It is desirable for the counselor to work closely with parents to secure their help in understanding and aiding the child. The counselor, then, may be able to furnish parents with information to help them in providing a good environment for growth and development. He also may be able to assist them in better understanding their children and helping them toward better personality development.

The elementary school teacher's primary responsibility is to facilitate learning. In so doing he has many opportunities to provide guidance to his pupils. His close contact with his pupils gives him a unique opportunity to contribute greatly to the total guidance program and in turn to be helped by guidance personnel.

The counselor may be able to assist the teaching staff in their efforts to guide pupils in many areas. Some areas of emphasis in which teamwork is indicated are offered by the State Committee on the Social-Personal Development of the Elementary School Pupil:

---

[2] Donald Dinkmeyer, "Developmental Counseling," *Personnel and Guidance Journal* (In Press—1966).

[3] *Ibid.*

A. Citizenship
  1. Consideration of others
  2. Democratic attitudes
  3. Assuming responsibility
  4. Respect for property
  5. Honesty
  6. Respect for authority

B. Social attitudes and skills
  1. Sharing ideas, property, and knowledge
  2. Developing courtesy and manners
  3. Acquiring friendships
  4. Acceptance of peers
  5. Recognition, understanding and acceptance of individual differences
  6. Mental and physical health habits

Helping a Child to Make Friends

C. Conscience, morality and values
  1. Acceptance of self and others
  2. Behavior development
     a. Dependability
     b. Truthfulness

Teacher preparation curricula include work in child development; psychological needs of children; normal behavior; and other principles of growth of children. There may be some problems or needs of children that the counselor may need to assist the teacher in understanding.

He will wish to work with teachers:

1. in promoting positive mental health concepts in the classroom
2. in identification and referral of pupils with personality problems
3. in personality growth, both normal and atypical

Pupil development in the social-personal aspects should be fostered in regular classroom activities. Detjen and Detjen[4] have suggested many activities that teachers can use to enhance the social-personal development of children. Some of these suggestions are listed below.

1. As a means of becoming better acquainted, each child may be asked to stand and state his name and something about himself, the schools he has previously attended, his pets, his hobbies, and his favorite sports.

2. In connection with a language lesson have each child write a paragraph describing the way he imagines he would feel if he were left out of everything which the other boys and girls do; if he were never asked to take part in their games; if nobody ever talked to him before or after school; if nobody wanted to sit by him in the lunchroom; if he were always the last one to be chosen when teams were made up; and if he had not a single friend at school.

3. Suggest that the children dramatize some different ways of being friendly or kind.

a. To a new pupil entering the class

---

[4] Erwin Detjen and Mary Detjen, *Elementary School Guidance* (New York: McGraw-Hill Co., Inc., 1963).

b. To a child who usually walks home from school alone

c. To a boy or girl who has been teased about being fat, skinny, freckled, or bowlegged

d. To a small child being bullied by a large boy

e. To the bully, because he really needs a friend

4. In the upper grades a bulletin board committee may be appointed to post pictures of persons doing kind deeds for others and newspaper clippings describing acts of unselfishness. The younger children may make line drawings to illustrate friendly and unfriendly acts, using smiling and "grouchy" faces in contrast.

To keep the idea of being friendly constantly before the children a different quotation or reminder may be written on the blackboard each morning. Example:

Everyone smiles at______________School.

Have you made anybody happy today?

5. Discuss with the class some of the ways in which boys and girls may play fair in other ways than in games. Ask them to tell how they think a good sport would react in each of the following situations.

a. The teacher is unexpectedly called to the telephone, and no one is left in charge of the class.

b. A new substitute teacher has charge of your class for a day.

c. A girl hopes to be chosen for the leading part in a play, but her friend is chosen instead.

d. A pupil misbehaves in class, the teacher, thinking that the offender is a different child, reprimands the wrong one.

e. A timid pupil who reads very poorly makes some rather ridiculous errors when reading a paragraph before the class.

f. An unpopular girl who is always bossy and disagreeable with her classmates is asked to lead a group discussion.

g. Some of the younger children are giving an assembly program. The production is very juvenile, and the speakers cannot be heard in the rear of the auditorium.

h. A committee has worked hard planning a class party, but somehow the games they have arranged do not seem to interest the group.

6. Allow the children to present a variety show in which each attention getter is sure to have a part of some kind. Whistling, whittling, asking riddles, operating the record player, teaching the class a new game, doing a magic trick, dancing, playing the harmonica, showing a collection of rocks or shells, singing, or doing anything else that will bring the participant genuine approval, not ridicule, is desirable. If a child is timid about performing before the class, he may prepare the settings, take care of sound effects, or assist in some other way. His contribution should be properly recognized and acknowledged, however.

7. Teachers may be able to help some children who feel inadequate by giving them private coaching or making some definite suggestions about winning friends. Ask the older children to fill out a form like the one below; allow the younger ones to take turns whispering their wishes to you.

I wish that I could learn to do these things: ____________________

____

I wish these persons would be friends with me: ________________

____

I wish these persons in my family could spend more time with me

____

8. Hold class discussions on the following questions:

a. Do you know anybody who feels that he must win every game he plays even if he has to cheat and take unfair advantage? Why do you suppose that winning is so important to such a person?

b. What are some of the things which cause boys and girls to cheat on tests and homework? Do those who cheat really learn or do they just get by on what others know? Should the ones who have no need to cheat for themselves be expected to cheat for their friends?

c. What do you think of the code of some boys and girls who feel that they must defend and protect their friends when they steal, cheat, or play unfairly? Is a person a very good friend to you if he steals or destroys property and then expects you to lie or cover up for him?

d. What amount do you think is a reasonable weekly allowance for a person of your age? What should be considered in determining a fair amount for an allowance? Why may the amount of your allowance be different from that of your friends?

9. Before dismissal each afternoon take a few minutes to review the happenings of the day. Mention examples of especially commendable behavior and praise all honest deeds which you have observed among individuals of the class during the day.

Activities such as orientation to school and from grade to grade can assist children in better school adjustment. The State Committee[5] has offered the following suggestions for First Grade Orientation Activities.

ORIENTATION

Introduction

Early orientation is important. The school is a complex of new experiences — a strange building, new children, new learning materials, and new situations. Under wise guidance and supervision, the child experiences the friendliness of teachers, the overcoming of fear, and the opportunity to utilize materials freely.

I. ORIENTATION FOR GRADE I

A. Pre-school registration may include:

1. Pre-school clinics
2. Home visitations
3. Informative newspaper articles, appearances on TV and radio, written invitation to parents (present pupils, ministers, social workers, and others can help make the list of persons to contact)
4. P.T.A. members acting as receptionists to hand out materials and instruct parents
5. For those who arrive near noon, the lunchroom is available

B. Orientation for parents

1. Meeting for parents

The parents' meeting can include such problems as, "Is my child old enough to come to school?" "How can I help my child prepare for school?" "Should I teach him the ABC's?" and "How can I prepare myself for the first days of separation?" Charts, films, and discussions have been used successfully. A child psychologist who has had experience with elementary children is ideal as a leader, and some problems of school phobia *may be prevented by such meetings.*

---

[5] State Committee on "Social-Personal Development of the Elementary School Pupil." Frankfort, Kentucky, 1967.

2. Obtain information for cumulative folder (personal data and health information)
3. Handbook for parents

   This should be given to the parent (not the pupil) and should have an attractive cover.

   Content should include:

   1. Requirements for entrance
      - (a) Statement of the law
      - (b) Specific birthdays and dates
      - (c) Necessity for birth certificate
      - (d) Request for certificate of health
   2. First grade hours
      - (a) Beginning and dismissal times
      - (b) Lunch period time and length
      - (c) Rest periods and supervised play periods
   3. Attendance
      - (a) Necessity for punctuality and regularity—part of training
      - (b) Parents' note in case of absence
      - (c) Attendance certificate or awards
   4. Preparation of child for school—student should be helped to feel school is a happy place
   5. Necessary materials required
      - (a) List of paper, pencils, crayons, books for each "Level" or semester (make directions specific, and tell where they can be bought)
      - (b) Fees for workbooks or other supplies
   6. Reporting to parents
      - (a) Two forms: card and conference
      - (b) Times of card mailing (6 weeks or 9 weeks)
      - (c) Notice of conferences
   7. **School lunch**
      - (a) Quality of lunch
      - (b) Price and method of payment
   8. P.T.A. — a welcome and an invitation to join
      - (a) Fees and responsibilities
      - (b) Importance of participation in school activities
   9. The parent may assist the child toward school readiness by teaching him to:
      - (a) Give name, birth date, parents' name, address, phone number.

    - (b) Put on and take off boots and outdoor clothing
    - (c) Hang up things alone
    - (d) Go to bathroom alone
    - (e) Lace his shoes and tie a bow
    - (f) Speak distinctly
    - (g) Listen to stories and look at pictures
    - (h) Use good manners at all times
    - (i) Put away his own toys at pickup time
    - (j) Listen when others speak
    - (k) Follow directions (issue one at a time, and check for obedience)
    - (l) Take over simple household tasks
    - (m) Assume responsibilities for feeding and caring for pets
    - (n) Establish regular habits; going to bed, getting up, resting

10. Health suggestions
    - (a) Sleep
    - (b) Time allowances for routine; meals (3 well-balanced)
    - (c) Regular toilet habits
    - (d) Washing of hands
    - (e) Care of teeth
    - (f) Keeping objects away from mouth and ears
    - (g) Fresh air exposure

11. Safety
    - (a) Teach the route to follow both to and from school
    - (b) Teach to look both directions
    - (c) When leaving bus, walk in *front* of bus if crossing highway
    - (d) Teach to stay seated and reasonably quiet
    - (e) Teach to walk down steps of bus
    - (f) Pin bus number tag on him first few days so he'll get on correct bus

C. Orientation for pupils

1. Tour of plant
    - a. Practice going through lunch line
    - b. Practice trip to rest rooms, drinking fountain
2. Introduction to personnel including principal, counselor, janitors and lunchroom workers
3. Explanation of school rules
4. Activities and games to help children become better acquainted with each other
5. Class discussion on "Why we go to school."

APPENDIX

ELEMENTARY SCHOOL GUIDANCE RESOURCES

Books

GRADES 1, 2, and 3

Beim, Jerrold, *Two Is a Team* (Harcourt, 7555 Caldwell Avenue, Chicago, Ill. 60648).

Burgess, Ernest W., and Locke, Harvey J., *The Family* (American Book Co., 300 Pike Street, Cincinnati, Ohio).

Children's Thinking (Ginn and Co., 450 West Algonquin Road, Arling Heights, Illinois 60005).

Children's Values (Bureau of Publications, Colorado University).

Creativity and Its Cultivation. (Harper & Row, 2500 Crawford Avenue, Evanston, Ill. 60201).

Friend Is Someone Who Likes You (A) (Harcourt, 7555 Caldwell Avenue, Chicago, Ill. 60648).

Haywood, Carolyn, *Back to School with Betsy* (Harcourt)

Know Your Child in School (Macmillian, Brown and Front Streets, Riverside, New Jersey, 08075).

Leaf, Munro, *How to Behave and Why* (Lippincott, East Washington Square, Philadelphia, Pa., 19105).

McIntire and Hill, *Billy's Friends* (Follett, 1010 West Washington Blvd., Chicago, Ill. 60607).

Monroe, Leaf *Manners Can Be Fun* (Lippincott, East Washington Square, Philadelphia, Pa., 19105).

Peters, Herman J., Shelley, Michael, and McCormick, Roger, *Random House Program of Elementary Guidance,* A series of guidance units, grades 1 through 6 (Sales Department, Random House School and Library Service, Inc., 457 Madison Avenue, New York, N. Y. 10022).

Seignobasc, Francoise, *The Things I Like* (Scribner, 597 Fifth Avenue, N. Y. 17, N. Y.).

Films 16 mm

Appreciating Our Parents (Coronet Instructional Films, Coronet Bldg., Chicago 1, Illinois, 60601).

Beginning Responsibility: *Doing Things for Ourselves* (Coronet)

Beginning Responsibility: Other People's Things (Coronet)

Beginning Responsibility: Lunchroom Manners (Coronet)

Beginning Responsibility: Rules at School (Coronet)

Beginning Responsibility: Taking Care of Things (Coronet)

Beginning Responsibility: Using Money Wisely (Coronet)

Courtesy for Beginners (Cornet)

Fairness for Beginners (Coronet)

Fun of Making Friends (Coronet)

Getting Along With Others (Coronet)
How Quiet Helps at School (Coronet)
Kindness to Others (Coronet)
Our Class Works Together (Coronet)
Our Family Works Together (Coronet)
Ways to Good Habits (Coronet)
Ways to Settle Disputes (Coronet)
What to Do About Upset Feelings (Coronet)
Wonderful World of Work (The) (Edu-Cast Inc., 7475 Dubois, Detroit, Michigan, 48211).

Filmstrips

Brothers and Sisters (Central School Supply, 315-17 West Main Street, Louisville, Ky.).
Community Helps (Society for Visual Education, Pleasantville, N. Y., 10570).
Family Fun (Central School Supply, 315-17 West Main Street, Louisville, Ky.).
Getting and Using Money (Central School Supply).
Good Or Bad (Central School Supply).
Greediness Doesn't Pay (Encyclopedia Britannica Films, 425 North Michigan, Chicago, Illinois, 60611.
Growing Up Series (Central School Supply)
Helping Mother (Encyclopedia Britannica Films)
Honesty (Encyclopedia Britannica Films)
Hospital Helpers (Society for Visual Ed., Pleasantville, N. Y. 10570).
Keeping Busy (Central School Supply, 315-17 West Main Street, Louisville, Kentucky).
Living and Working Together Series—Popular Science, (Central School Supply)
Living Together in School Series—Popular Science, (Central School Supply)
Manners at Play (Encyclopedia Britannica Films, 425 North Michigan, Chicago, Ill. 0611).
Neighborhood Friends & Helpers (Society of Visual Education, Pleasantville, N. Y. 10570).
New Classmates (Popular Science, Central School Supply, 315-17 West Main Street, Louisville, Kentucky).
Our Family (Encyclopedia Britannica Films, 425 North Michigan, Chicago, Illinois, 60611).
Our Family to the Rescue (Central School Supply, 315-17 West Main Street, Louisville, Kentucky.)

Our Manners (McGraw Hill Co., 330 West 42nd Street, New York 36, New York).

School Courtesy (Encyclopedia Britannica, 425 North Michigan, Chicago, Illinois, 60611).

School Friends and Helpers (Society for Visual Education, Pleasantville, N. Y. 10570).

Striving for Excellence (Popular Science, Central School Supply, 315-17 West Main Street, Louisville, Kentucky).

We Work Together (Encyclopedia Britannica Films, 425 North Michigan, Chicago, Ill., 60611).

What to Do with a Summer (Popular Science, Central School Supply, 315-17 West Main Street, Louisville, Kentucky).

When We Have Guests (Popular Science, Central School Supply).

Books

Bright April (Doubleday, 277 Park Avenue. New York, N. Y. 10017).

Leaf, Munro, *Let's Do Better* (Lippincott. East Washington Square, Philadelphia, Pa., 19105).

SRA Junior Guidance Series (259 East Erie Street, Chicago, Ill. 60611).

Seeing Ourselves (National Forum Foundation, American Guidance Services, 720 Washington Avenue, S. E., Minneapolis, Minnesota, 55414).

Wonderful World of Work (The) (Edu-Cast Inc., 6475 Dubois, Detroit, Michigan, 48211).

Filmstrips

Dairy Helpers (Society for Visual Education, Pleasantville, N. Y. 10570).

Developing Your Personality Series (Central School Supply, 315-17 West Main Street, Louisville, Kentucky).

i e. *Thinking for Yourself*
    Trying New Things

Family at Work or Play (Society for Visual Education, Pleasantville, N. Y. 10570).

Good Citizen Respects Property (McGraw-Hill, 330 West 42nd Street, New York, 36, New York).

Good Citizen Lives Honestly (McGraw-Hill)

Good Citizen Obeys Rules and Laws (McGraw-Hill)

Giving and Taking Advice (Central School Supply, 315-17 West Main Street, Louisville, Kentucky).

Guidance Stories Series (Central School Supply)

i e. *Playing Fair*
    Taking Care of Your Things
    Sharing With Others

Leaders and Followers (Encyclopedia Britannica, 425 North Michigan, Chicago, Ill., 60611).

Making Friends (Central School Supply)

More Than One Friend (Encyclopedia Britannica)

The Way to Look at Things (Central School Supply, 315-17 West Main Street, Louisville, Kentucky).

Using Your Time and Ability (Central School Supply).

Your Family and You (Central School Supply).

Your Feelings (Central School Supply)

Don't Be Afraid (Central School Supply)

Films

Developing Responsibility $60.00 $120.00 (Coronet Instructional Films, Chicago 1, Illinois).

Everyday Courtesy (Second Edition) $60.00 $120.00 (Coronet)

The Golden Rule: A Lesson for Beginners $60.00 $120.00 (Coronet)

Learning from Disappointments $60.00 $120.00 (Coronet)

Mealtime Manners and Health $60.00 $120.00 (Coronet)

People Are Different and Alike $60.00 $120.00 (Coronet)

Your Study Methods $60.00 $120.00 (Coronet)

GRADES 7 and 8

Books

Atwood, Wallace Walter, *Neighborhood Stories* (Ginn, 450 Algonquin Road, Arlington Heights, Illinois, 60005)

Bendick, Jeanne, *How Much and How Many* (McGraw-Hill, 330 West 42nd Street, New York 36, New York).

Gruenberg, Benjamin, *Your Breakfast and The People Who Made It.* (Doubleday, 277 Park Avenue, New York, N. Y., 10017).

Howard, Esther, *How We Get Our Food* (Harcourt, 7555 Caldwell Avenue, Chicago, Ill. 60648).

One of the Crowd, (Lippincott, East Washington Square, Philadelphia, Pa., 19105).

Filmstrips

Anxiety (Popular Science, Central School Supply, 315-17 West Main Street, Louisville, Kentucky)

Automation (Popular Science, Central School Supply)

Everyone Makes Mistakes (Popular Science, Central School Supply)

Frustration (Popular Science, Central School Supply)

Getting Down to Work (Central School Supply)

Giving a Book Report (Central School Supply)

Going Steady (McGraw-Hill, 330 West 42nd Street, New York, 36, New York).

Hero Worship (Popular Science, Central School Supply)

How Can I Understand Other People (McGraw-Hill)

Interests Pay Off (Popular Science, Central School Supply)

Making the Most of School Plays (McGraw-Hill)

So You Are Not Just Like Everybody Else (Ppoular Science, Central School Supply)

Taking on Responsibility (Popular Science, Central School Supply)

Understanding Myself (McGraw-Hill)

Who Do I Want to Be? (Audio Visual Division Popular Science, Central School Supply)

You and Your Guidance Counselor, (Popular Science, Central School Supply)

Your Search for Self (Popular Science, Central School Supply)

Booklets

All About You (Science Research Associates, 259 East Erie Street, Chicago, Illinois, 60611).

Finding Out About Ourselves (Science Research Associates)

Getting Along in School (Science Research Associates)

Getting Along with Parents (Science Research Associates)

Guide to Good Manners (Science Research Associates)

How to Get Along with Others (Science Research Associates)

Let's Talk about Honesty (Science Research Associates)

Life with Brothers and Sisters (Science Research Associates)

What Should You Know about Smoking and Drinking (Science Research Associates)

You and Your Problems (Science Research Associates)

You Can Read Better (Science Research Associates)

Your Abilities (Science Research Associates)

Films

Do Better on Your Examinations $60.00 $120.00 (Coronet Instructional Films, Chicago 1, Illinois).

Home Work: Studying on Your Own $60.00 $120.00 (Coronet)

How Friendly Are You? $60.00 $120.00 (Coronet)

How to Read a Book (Second Edition) $60.00 $120.00 (Coronet)

How to Study (Second Edition) $60.00 $120.00 (Coronet)

Your Thrift Habits $60.00 $120.00 (Coronet)